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HIGH SCHOOL STUDENTS WHO LATER BECAME SCHIZOPHRENIC.

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THE STUDY IDENTIFIED A GROUP OF 44 INSTITUTIONALIZED MALE SCHIZOPHRENIC PATIENTS AGED 19 TO 26 AND SURVEYED DESCRIPTIONS OF THEIR HIGH SCHOOL BEHAVIOR FOR PREDICTIVE SYMPTOMS. INTERVIEWS USING AN 18-ITEM BEHAVIOR RATING FORM WERE CONDUCTED WITH THE PATIENTS' FORMER HIGH SCHOOL TEACHERS. CONTROL SUBJECTS WERE ALSO RATED. ADDITIONAL DATA WERE OBTAINED FROM HIGH SCHOOL RECORDS. THREE CLINICAL PSYCHOLOGISTS USED THE DATA TO EVALUATE THE EMOTIONAL ADJUSTMENT OF SUBJECTS AND TO RANK THE SUBJECTS BY LIKELIHOOD OF LATER NEUROPSYCHIATRIC HOSPITALIZATION. THE PRESCHIZOPHRENIC AND CONTROL GROUPS DID NOT DIFFER SIGNIFICANTLY WHEN IN HIGH SCHOOL ON CONFORMITY TO RULES, MAINTENANCE OF PERSONAL APPEARANCE, OVERT EXPRESSIONS OF HOSTILITY, OR TENDENCY TO COMPLAIN. THE PRESCHIZOPHRENIC GROUP DIFFERED FROM THE CONTROL GROUP ON SELECTED ITEMS IN THEIR SCHOOL RECORDS--FEWER GRADUATED (.01 LEVEL), MORE ENROLLED IN THE GENERAL COURSE OF STUDY RATHER THAN THE COLLEGE PREPARATORY (.01), MORE HAD FOREIGN LANGUAGES AS BEST SUBJECTS, PHYSICAL EDUCATION AND MATHEMATICS AS POOREST (.001), FAILED ENGLISH, SOCIAL STUDIES, AND MATHEMATICS (.02), HAD AN OVERALL DECLINING GRADE PATTERN (.02), HAD A GRADE POINT AVERAGE ONE POINT LOWER (.001), HAD POORER ATTENDANCE (.02), SHOWED LESS INTEREST IN SPORTS AND DRAMATICS (.05), AND HAD LOWER IQ SCORES (.05) . THE JUDGES WERE CORRECT IN THEIR OVERALL PREDICTIONS OF LATER HOSPITALIZATION OR SATISFACTORY ADJUSTMENT IN THREE OUT OF EVERY FOUR CHOICES. THE CLASSIFICATIONS BY THE JUDGES OF THE EMOTIONAL PROBLEMS OF BOTH GROUPS AT THE TIME THEY WERE IN HIGH SCHOOL DIFFERED SIGNIFICANTLY (ACTING OUT .05, WITHDRAWAL .001, NO MARKED PROBLEM. 001). THE RATINGS BY THE JUDGES OF THE MENTAL HEALTH OF THE TWO GROUPS ALSO DIFFERED SIGNIFICANTLY (.001 LEVEL). AN HISTORICAL PERSPECTIVE, A REVIEW OF PREVIOUS RESEARCH FINDINGS AND PROBLEMS, AND A DISCUSSION OF CHARACTERISTICS, CAUSES, AND INCIDENCE OF SCHIZOPHRENIA ARE PROVIDED. APPENDIXES INCLUDE THE INTERVIEW RATING SCALE, EIGHT TABLES, AND ONE-PAGE SUMMARIES OF INTERVIEW DATA FOR THE 88 SUBJECTS. A REFERENCE LIST CITES 34 ITEMS. (TE)

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Superintendent
of
Public Instruction

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HIGH SCHOOL STUDENTS WHO LATER BECAME SCHIZOPHRENIC

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Foreword

The need for early identification of symptoms of mental illness presents a problem for which no satisfactory solution has as yet been formulated. The solution, however, will most likely be found through research studies that are designed to delve deeply into the backgrounds of experience and into the behavior characteristics displayed by individuals prior to the time they became mentally ill. The study reported in this bulletin is one of the types of studies which may be used for this purpose.

This study was devoted to exploring the backgrounds of former students of California high schools who at the time of the study were patients in a veterans hospital for mental illness. The exploration was, however, limited to the patients' high school records of academic achievement and to the behavior characteristics they displayed as high school students. The purpose of the study was to find, if possible, in the patients' high school backgrounds anything that might have been symptomatic of oncoming mental illness. Obviously, the identification of such symptoms would provide some of the information needed as a basis for a program designed to prevent mental illness.

This study makes a significant contribution to our understanding of the difference between students who later became mentally ill and classmates who did not. It causes us to ponder the question of what steps might be taken and when they should be taken to prevent mental illness. Perhaps a realistic answer can be given to this question within the near future. The facts presented can be of great interest and assistance to school adminstrators, guidance counselors, and teachers in the high schools, as well as to psychiatrists, psychologists, social workers, and public health personnel as they attempt to assist the schools to deal in practical ways with the problems involved in educating all children and youth so that they may enjoy a full measure of healthful living.

I wish to thank the teachers, pupil-personnel staffs, and administrators of the participating high schools for their help and co-operation in making the study. Their willingness to assist in every way made the study possible.

Roy E. Simpson

Superintendent of Public Instruction

Preface

The process by which this research study was planned, begun, and carried on for a period of two and one-half years warrants greater consideration than has been given it in this bulletin. This study involved an integral working relationship between two agencies—one federal, the other state; one dealing with treating and rehabilitating the sick, the other, with the education and well-being of a vast number of individuals. In making this study, each of these agencies—the California State Department of Education and the Veterans Administration Hospital in Menlo Park-Palo Alto—had to carry out within a research framework a role that was co-operatively planned, designed, and executed.

In developing the research idea and translating the idea into a research plan, both agencies envisioned the possibility that the findings could be of some immediate assistance in the work done in mental hospitals, schools, or both. They agreed upon a research plan which could be carried out within the operational framework of each agency, with some additional staff time but with little change in work pattern. The Veterans Hospital personnel made the selection of the group in accordance with agreed-upon criteria; the State Department of Education personnel collected information about the patients from the schools the patients had attended as high school students. The research study was designed to minimize or to avoid, if possible, the biases of the teachers and school administrators who were giving information about the patients as well as of the interviewers who were recording the information. The research design involves the "looking backward" kind of process, often the only procedure realistically possible to use in some research studies.

In the planning stages of this study there was some doubt in the minds of the State Department of Education research staff and the Veterans Administration Hospital research staff that personnel in the schools would know or remember students who had left high school as many as five years ago. One of the promising preliminary findings, however, was that, almost without exception, each individual studied was known and remembered by someone in the school he had attended.

Henry W. Magnuson, Chief, Bureau of Education Research, and Peter J. Tashnovian, Consultant in Education Research, assisted in the planning and development of the study. Mr. Tashnovian served as liaison between the department and hospital staffs and assisted in the statistical analysis of the data.

Educators and mental health personnel will find this bulletin an interesting, informative, and provocative report of a study of a major social and educational problem.

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INTRODUCTION

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Schizophrenia is responsible for a great part of the patient population in the large mental hospitals throughout the country, both in state hospitals and in those of the Veterans Administration. This disease was at first known as *dementia praecox* because it was thought to occur predominantly among young men and women. However, it has since been found that persons of middle age and even persons of advanced age are also sometimes afflicted.

Today schizophrenia is subject to study from many different fronts. Its treatment is essentially empirical. There has been recorded a number of "spontaneous cures," if one could use that designation, for patients who have been in mental hospitals for a number of years. Upon later examination, such patients were found to be essentially free of the disease process though still bearing some of the signs of their past experiences. In the cases of persons who left the hospital in a reasonable length of time without specific forms of treatment, it is very difficult to designate the single most meaningful therapeutic intervention. In some cases institutionalization itself may have been beneficial; in others, damaging in its over-all effect.

What causes schizophrenia continues to be one of the great enigmas of medicine. Many believe the cause to be a constitutional defect of a genetic nature. Others are of the opinion that certain people have schizophrenia because the required balance of the various physiological, biochemical, and endocrinological forces has not been achieved. Still others think that the cause of the disease is primarily psychogenic. But there exists no proof of any clear-cut etiological agent or series of agents. On one point, however, there is no disagreement: that regardless of the fundamental cause, persons who have the disease are extremely vulnerable when faced with obstacles in the path of life or when confronted with situations involving stress.

The diagnosis of schizophrenia offers serious hazards. Over a period of time there have been those who have maintained that "schizophrenia" is a distinct disease; others, in recent times, have suggested that "schizophrenia" should be used as a term to cover a combination of symptoms or syndromes and that the term "schizoid" is more useful than is "schizophrenic." There is general agreement that the symptomatology of schizophrenia may be somewhat similar, as far as individual symptoms are concerned, to the symptomatology of other conditions, including more benign conditions. For example, in this study the individuals in the group of boys who were later diagnosed as schizophrenic were found to have some of the following characteristics while in high school: poor over-all school adjustment, lack of ability for leadership, meager participation in group activities, lack of interest in girls, apathy, depression, carelessness, and perfectionism. Such traits may be found in many individuals under various conditions. Where a preponderance of these characteristics occurs in any one person, it should be necessary to look for a more serious underlying condition. However, socially approved attitudes in one part of the country are frequently unlike those in another part, and the attitudes of one group within a community unlike those of another group in the same community. The interpretation of desirable traits, therefore, must be made in the light of what types of responses a person may comfortably exhibit.

The authors of this research study have made a contribution to the literature on schizophrenia in their attempt to assist in case-finding and in prediction. The research design avoids the pitfalls exhibited by a number of other research attempts in this field. Since these findings are consistent with the subjective impressions of most psychiatrists in individual cases, it is likely that findings thus made will ultimately be used in completing the data required to secure a true picture or diagnosis of schizophrenia.

There remains, of course, the discovery of ways of utilizing such information to good advantage. In what ways will we alter our approach toward those individuals whom we may be able to identify as serious candidates for schizophrenia? These "future schizophrenics" might be considered to be a somewhat select cross section of those heading into this disease, in that they were able to attend high school and, in some instances, to achieve a moderately successful school career even though it seemed unlikely that either was possible. In addition, these boys were found suitable to enter the armed forces, and it was during their military service or shortly afterward that they broke down. However, some amount of stress and vulnerability to stress was apparently necessary before they broke down into an overt schizophrenic condition.

This study calls attention to the very important role which education can play in the field of mental and emotional health. It is not surprising that this is an important role since in the formative time of life children spend a great deal of each day in school over an appreciable span of years.

The early identification of boys and girls who will likely become mentally or emotionally ill at some stage in their lives is a responsibility that merits thoughtful consideration, especially by the schools. Another is the identification of stressful situations in children and adolescents who have exhibited no overt pathology in their growth and development up to a point but who, at this point, begin to show signs that they are reaching their limits of tolerance. It is this possibility that seems to be of greater importance than the function of early case-finding or even of discovering those who are going to break down later. The symptomatology of the ''schizophrenic-prone'' adolescent, which has been emphasized in this study, is, of course, not far from the matter of uncovering more knowledge about stress situations in essentially normal people.

Two examples of activities carried out in school systems may be cited as encouraging endeavors in the field of primary prevention. The first of these had to do with the development, in the schools of certain counties in Pennsylvania, of tests that were administered to all children of preschool age to determine the degree of success they were likely to have in their first year of school. The parents of the children who were regarded as probable failures in their first school year were advised not to enroll their children in school until they were between six months and a year beyond the regular age of enrollment. The parents of the children who were regarded as good risks were advised to enroll their children in school as soon as they were at the enrollment age. The results proved to be highly significant. Most parents who kept their children back when advised to do so and allowed them to enter school as suggested found that the children were essentially successful and started out their school careers promisingly. Parents who were advised to hold their children back but refused to follow this advice and entered them in school were nearly all disappointed, in that the children lived up to the prediction of school failure and school difficulty; consequently, the children in this group started their school careers under serious handicaps. The children in the group who entered on schedule did very well.

The necessity to assist children to get a good start in school and to develop the desired momentum during their first year is extremely important. Children are thus given the best possible opportunity to enjoy success and, in turn, the school is freed of unnecessary burdens caused by failures and behavior problems. It should be pointed out, however, that this effort to distinguish between those who would do well and those who would not do well in the first year of school is somewhat different from attempting to discover those who need special care and attempting to find for them that special care or treatment.

The second example is one in which the signs of stress were observable among high school boys in terms of lassitude, loss of interest in school, occasional truancy, and sometimes more serious antisocial delinquent acts. A plan for helping these boys was devised. It consisted of an approach wherein groups were formed and placed under the direction of leaders who were not professionally trained mental health workers. The leaders were capable adults who were able to win and hold the respect and admiration of the students. These leaders did not attempt to get at serious underlying personality difficulties, but they did try to utilize all that was still of value in each boy's personality makeup. This leadership role was in some instances filled by athletic coaches; in others, by teachers who demonstrated the necessary qualities, such as the ability to work with boys in a group without being carried away by the techniques of group work. It was comforting to learn that a group of some 15 boys brought together in their second year of high school were able to meet their problems and do profitable work together, and that most of these boys graduated from the high school on schedule.

It is worth emphasizing that both these examples indicate that certain important steps can be taken by schools to help exceptional children make successful school adjustments and that these steps may be taken without psychiatric assistance.

This study has revealed certain ways in which schools may help students to enjoy mental and emotional health. Obviously more information is needed for this purpose. Such information will have to be made available by studies that are now in process and that will be launched at future dates. The importance of studies of this type, therefore, should be readily apparent.

CHAPTER I

AN HISTORICAL PERSPECTIVE

What were patients hospitalized for severe mental and emotional illnesses like when they were high school students? What, if anything, in their school records indicated a greater-than-average possibility that they would be hospitalized for mental illness? If there were such indications, could measures have been taken to reduce the possibility of hospitalization and treatment? The research project reported in this publication was planned and conducted to determine what answers might be secured for these questions.

When the hospital records of a sample group of patients in the Veterans Administration Hospital at Palo Alto, California, were examined, it was found that a majority of the patients had attended California high schools. It was agreed that by combining the resources and efforts of the veterans hospital staff and those of the staff of the State Department of Education, some information about the behavior of the patients while they were attending high school might be learned and such information might be useful in developing preventive measures for mental illness. If even a small beginning could be made in identifying behavioral characteristics of boys who were vulnerable to mental and emotional illnesses, perhaps steps could be taken to help them overcome their weaknesses or at least to avoid falling prey to them.

During preliminary discussions, it was suggested that earlier research studies in this area of behavior be examined and the results analyzed. It soon became evident, however, that only small and sporadic beginnings had been made in this direction. Further investigation revealed that the research that had been done to find means of preventing or reducing emotional and mental disturbances in human beings was limited in many ways, especially in extent and quality. In the opinion of the project personnel, inactivity or avoidance of activity in the field of prevention of mental and emotional disorders could not be construed as an oversight or omission on the part of society. The conclusion reached was that the lack of preventive action in the field of mental and emotional disturbances has stemmed from lack of interest in and knowledge about this field, and that basic to both these lacks has been society's complex and contradictory relationships to persons with mental and emotional illnesses.

In order that one might understand the particular relevance of this study to the broader problem of prevention, it would be helpful if the relationships of modern society to mental and emotional illness could be identified and understood in terms of past relationships. It should therefore be worth while to trace, in brief, some of the attitudes shown and practices followed by society in its past relationships to persons who were mentally and emotionally ill. In so doing, one may see how far man has progressed along this road and how far man has yet to go; and one may comprehend the difficulties that are encountered in launching, maintaining, and improving programs of preventive action.

THE HISTORICAL RECORD

Prevention of mental and emotional illnesses is a Johnny-come-lately in the minds of men. The history of man's relationship to the problem of mental and emotional illnesses has not been resplendent with deeds of kindness, humane treatment, or attempts to understand the true nature of the problem. In the past there appeared to be much in man himself that militated against a scientific acceptance or understanding of mental and emotional illnesses. Zilboorg has noted the following:

> Scoffingly, and with not a little anxiety, we still admonish the neurotic or the psychotic to "pull himself together" as if he were physically falling apart and could prevent it. Or we tell him to use his will power to give up his "notions," as if mental sickness were not an affliction but a perversion freely chosen and willfully adopted by the patient. (*34*, p. 25)[1]

The history of what has been done about mental and emotional disabilities includes many horrendous examples of man's inhumanity to man. A series of books capped by the famous and infamous *Malleus Maleficarum (The Witches' Hammer)*, published at the end of the fifteenth century, provided guidelines and incentives for the identification and punishment of persons who were thought to be witches, were said to be possessed of the devil, and were therefore burned to death. The demonologists were excellent observers; they collected detailed information and wrote accurate clinical descriptions of the behavior of such witches. Their descriptions leave no doubt that the number of mentally ill in those days was enormous and that the severity of mental illness was extreme. The halucinatory and delusionary states that are characteristic of the most serious illness known to us as dementia praecox or schizophrenia were treated in the manner of blood and fire. Deutsch observes that between the middle of the fifteenth century and the end of the seventeenth century, approximately 100,000 persons were conservatively estimated to have been executed as witches. (*9*, p. 18.)

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[1] Throughout this bulletin, the italicized numbers enclosed in parentheses refer to the numbered items in the bibliography beginning on page 53.

The records of witch trials also bear mute clinical testimony to the fact that a large per cent of those burned and mutilated were persons afflicted with schizophrenia. In many communities arose witch finders who fed on and were fed by the anxieties of the times. The "profession" of witch finding became one of great prestige and financial reward. In England, Mathew Hopkins, who had the imposing title of Witchfinder-General, "found" and had burned at the stake 100 witches between 1645 and 1647.

In the process of locating witches, various signs or stigmata were employed as diagnostic aids. Particular stress in identification was placed on the presence of skin anesthesias. Many witch hunters employed special assistants known as prickers whose function it was to prick a suspected witch and find insensitive zones. These *stigmata diaboli* were described clinically and found two centuries later to be the same as the signs found in the emotional illness called hysteria. It is sobering, however, to consider the difference in treatment accorded those with hysteria and those with *stigmata diaboli.*

The fate of those mentally and emotionally disturbed individuals who managed to escape persecution or execution as witches was no better than that of those who were pronounced witches. Many of them lost all vestiges of human appearance, and this condition only served to increase community anxiety toward them and to widen the gap between them and the community.

Fear and neglect of mentally and emotionally sick persons eventually gave way to more humanitarian ideas, among which was the idea of the "asylum." In the nineteenth century these places of refuge for the mentally ill were actually prisons of the worst kind. In the Paris Salpétriere, an institution for women, the patients were shackled to floors and walls with irons; attendants carried whips and clubs and used them freely. Since insane persons were adjudged incurable, any attempt to administer treatment to such persons was considered an insane act. In 1792, Philippe Pinel, a Paris physician, appointed as superintendent of the asylum, proposed the "unchaining of the beasts" and the inauguration of a system of therapy. Fleury's famous painting, "Pinel a la Salpétriere," depicts this dramatic moment in man's relationship toward mentally and emotionally disturbed persons. Almost at the same time in England, William Tuke presented to a gathering of Yorkshire Friends a proposal for a "retreat," a place in which the unhappy might find a refuge, a family environment, employment, exercise conducive to mental health, and treatment as guests rather than as inmates. Institutions built on the York Retreat idea were later developed in New York by the Quaker Society.

The second quarter of the nineteenth century witnessed the beginning and rapid growth of state mental hospitals—efforts that were aided and abetted by such stalwart and energetic persons as Dorothea Lynde Dix. This remarkable woman, "whose moral and mental stamina stood out in sharp contrast to her frail physical health, like a Diesel engine operating in a canoe" (*9*, p. 170), brought more state hospitals into being than had existed in the United States up to that time. Dorothea Lynde Dix was a symbol of an epoch of "moral reform." The changes that Miss Dix and the climate of opinion supported in the early and middle years of the nineteenth century "found its fundamental impetus not so much in a search for scientific knowledge as in a vague, sentimental attitude toward mankind heavily tinged with an impersonal, religious sense of duty." (*9*, p. 186) Such sentimental humanitarianism, coupled with a lack of scientific understanding of human personality and its needs, led to the idea of the large, relatively isolated institution known as the mental hospital.

The custodial hospital idea dominated the thinking of both lay and professional workers well into the twentieth century; the prevailing opinion was that mental illness could be magically cured, controlled, or managed by isolation, care, and routine. However, in 1894, Dr. S. Weir Mitchell, invited to address the Fiftieth Annual Meeting of Hospital Superintendents, described quite boldly the shortcomings of these mental hospitals. "Your hospitals," he told the medical superintendents, "are not our hospitals; your ways are not our ways. You live out of range of critical shot—and show too many signs of contented calm born of isolation from the active living struggle for intellectual light and air in which the rest of us live." (*9*, p. 315) Built in isolation and left in isolation, such hospitals lacked help, direction, research, and recreation. Although some professional persons were openly and forcefully decrying the large hospital idea, the general public did not seem to be ready to go beyond this in their thinking. Part of the problem at this time was the belief that mental and emotional illnesses were caused in part by immoral behavior freely chosen by the individual.

In the late nineteenth century the emphasis on "moral" causes of emotional problems began to shift to genetic and physiological causes. At about this time Sigmund Freud began his work as a neurologist and presented a number of papers on the physiological aspects of mental disturbances. In 1895, however, Freud described a case of hysteria in which the causes appeared to be emotional conflicts. A few years later, Clifford Beers published his experiences as a patient in mental hospitals in *A Mind that Found Itself*. In this publication he also outlined a plan for encouraging and carrying on research into the causes, nature, and treatment of mental disorders and for creating services directed toward the prevention of mental maladies. The scientific findings of Freud and others, along with the work of Beers and his colleagues, were met with apathy and skepticism. A reviewer of Beers' book in *The Nation* declared, "One is bound to face the fact that insanity is in the majority of cases an unpreventable and incurable disease and nothing short of Utopia itself can make it very much less so." (*9*, p. 315).

"It is one of the grotesque ironies of history," says Deutsch, "that wars with their frightful carnage in lives lost and wrecked do tend to give impetus to various health movements." (*9*, p. 464) World Wars I and II both led to increases in knowledge and understanding of the problem of mental and emotional disturbances. World War II especially accentuated the vulnerability of America's fighting forces to emotional disability; of 4,800,000 men age eighteen to thirty-seven who had been rejected for military service up to August 1, 1945, a total of 1,091,000 were turned down for neuropsychiatric disorders. Sometime between World Wars I and II, behavior theories based on unconscious processes in personality were gaining a modicum of acceptance by the mental health professions and were being utilized in psychotherapy and as a basis for understanding neuroses and psychoses. Such theories regarding man's behavior placed primary emphasis on psychological factors as causative agents in mental disturbances. Personality adjustment and maladjustment were being better understood as a result of children's relationships to parents, siblings, and self.

Psychodynamic theories of personality development had gained some limited acceptance at the time of World War II. Such theories, however, have had a history of doubt, open rejection, and blatant hostility. Deutsch states the following:

> Seldom in the past century has any doctrine encountered so antagonistic a reception as psychoanalysis received. There were elements in the new theory that were so diametrically opposed to prevailing ideas, popular and scientific, that an avalanche of criticism could easily have been prophesied for it. The notion that the more important processes of man go on outside the field of consciousness was so novel when it was first expressed by Freud that it evoked incredulity. (*9*, p. 489)

In addition, Freud's uncovering of sex [2] and the role of sexual factors in infancy and childhood as highly significant to the mental health of adults was puzzling and immoral to many.

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[2] As is often the case, the reaction to an emotionalized word such as "sex" can be highly selective and evoke bitter hostility rather than rational thought. Freud postulated that in childhood certain zones of the body were endowed with heightened pleasure gratification for the child and that, linked to these zones, was an amount of sexual energy called libido. A child sucking his thumb, according to psychoanalytic theory, is obtaining a kind of childish sexual pleasure. In the novel and creative theory of sexuality which Freud set loose upon the Victorian Age, the word "sex" was a sufficient stimulus to open Pandora's box.

The gradual acceptance of psychoanalytic concepts by mental health workers probably had much to do with the professional growth and utilization of social workers in the 1920's and the initiation and development of the child guidance movement both in schools and in clinics. In recent years there have been encouraging advances in treatment methods, hospital care, availability of psychiatric clinics, and a more positive and understanding attitude toward emotional problems. Historically, however, one can note only a vague beginning in research and community action to reduce the costs and social effects of mental and emotional disorders.

This brief historical recapitulation of man's relationship to mental and emotional illnesses illustrates the tremendous fear and resistance that society has displayed toward accepting emotional illnesses as understandable human phenomena. In the past, human beings have reacted to the mentally and emotionally ill with denial, awe, fear, brutality, sorcery, neglect, isolation, and classification. The acceptance of emotional disorders on a medical-social basis is a recent development; efforts and programs that can effectively prevent such disorders and do so on a wide scale are yet to be considered.

CHANGING ATTITUDES

The wall of separateness or "otherness" that was erected between the emotionally ill and normal society seems to have been an attempt by man to deal with the fear and anxiety aroused in him by his sick peers. To accept the fact that schizophrenia was a human experience and, therefore, could occur in any human being was difficult to contemplate. The unbelievable brutality of some human beings toward the mentally and emotionally ill exemplified how fearful such contemplation could become. Later, as the climate of opinion changed, neglect and isolation supplanted to some extent outright brutality. Whether such fear and anxiety exhibited itself in brutality, neglect, or isolation, the significant effect was an avoidance of any human contact or relationship with emotionally sick persons by the community at large.

It is axiomatic that one cannot fully understand when one is frightened. The anxiety and fear produced in man by mental and emotional illnesses was so great that until the beginning of the twentieth century there seemed to be an almost desperate, panic-stricken resistance to understanding such disorders. The severely ill or psychotic person was especially difficult to comprehend. Most persons found it difficult to acknowledge that the "crazy" behavior of such a sick person represented a human and therefore understandable experience. However, as progress in the medical and social sciences interacted with the humanitarian and moral reforms of the nineteenth century, attitudes toward the mentally and emotionally ill gradually changed to one of paternalistic benevolence. The provision of large hospitals in geographically isolated areas reflected a kinder but still nonaccepting attitude toward persons with mental and emotional illnesses. In the latter part of the century, the science of neurology made some progress in understanding and treating mental and emotional disturbances resulting from brain or central nervous system impairment. Syphilitic paresis and pellagra psychosis were found to be treatable on the one hand by drugs and on the other by diet. However, this search for physical and physiological causes of mental and emotional illnesses followed a logical path away from any major interest in or concern with the patient as a person. It was considered that diseases of the mind were, after all, like other diseases, and that a certain detachment and objectivity were necessary for effective diagnosis and assistance.

At approximately the same time, Freud pursued the notion that many of the so-called neuroses of man were caused by social experiences. As a result, he began to pay attention to what the patient said in an effort to understand the meaning of the patient's experience. Freud and subsequent workers in this field found that many of man's emotional illnesses could be treated psychologically and that personality could be best understood as a dynamic interplay of man's biological heritage with his social experiences.

The creation of theories of personality development that related the biology of man to man's social experiences is primarily a twentieth-century phenomenon. The acceptance of social experience as a significant factor in personality formation has led to further studies in ways in which man mediates his social experiences in developing a self-concept; how stresses and strain in the biological and social environment make mediation difficult; how the organism attempts to deal with inordinate stresses; and what the human organism needs in order to be successful in growing up psychologically.

The need for preventive action in the field of mental and emotional health has become a major concern of the twentieth century. Fein (*10*) conservatively estimated that the economic loss to the nation as a result of such disorders was 3 billion dollars annually. Glazer (*14*) pointed out that hospital admissions were rising, especially in groups of persons over fifty years of age. As medical advances increase the longevity of the population, psychological and social advances will be needed to enable men to enhance and maintain their emotional health over longer periods of life. Such research will need to find ways of increasing man's over-all emotional robustness and discovering ways of psychologically "immunizing" the more vulnerable members of society. Such research, however, has often lacked enthusiasm and support for many of the reasons discussed in this historical introduction. However, as the problem becomes greater, the need for prevention becomes self-evident. Often the next question is "Where does one start?"

THE ROLE OF THE SCHOOL

The present concern of the public school for the education of almost every child has inherent in it vast potential for preventing or reducing the number of persons with minor, moderate, or serious emotional disturbances. Children attend school for a greater part of a day for 10 to 12 years of the most formative period of life. They are observed by teachers and principals who have had professional education in the growth and development of children; and they are seen in a variety of school situations, under stress and ease, in play and work, with other children and with adults. There is a continuity to the observations through cumulative records and professional communication. The mentally healthy behavior which most children exhibit forms an observational setting unequaled in any other institution. The teacher is used to, and expects, a wide variety of normal behavior; he is sensitive to and can learn to recognize early the signs in children who may need some help with emotional problems. It is no distortion of the school's role to pay attention to such factors since these may be the major causes of the inability of the child to learn or to make the school adjustments necessary for him to learn.

All the boys who later became patients in the Veterans Administration Hospital at Palo Alto went to school. Along with future engineers, physicists, and teachers, they attended classes and assemblies. What action may have been taken to head off their later emotional disabilities is at present a matter of conjecture. The fact remains that such action cannot begin to be contemplated until something is known about recognizing early signs of emotional disturbances among children and youth.

Scientific inquiry into ways of preventing or reducing mental and emotional disorders may entail a realistic appraisal of community and professional support for such research and action. Any society that values scientific inquiry into space travel and kitchen comfort may need to consider ways of promoting research in the vast unexplored areas of man's emotional health.

CHAPTER II

SCHIZOPHRENIA—CHARACTERISTICS, CAUSES, AND INCIDENCE

Schizophrenia is a constellation of behavior disturbances often marked by severe distortion of reality, a withdrawal from interest in or contact with people, auditory and visual hallucinations and disturbances of thinking. Schizophrenia is not presently regarded as a disease similar to smallpox or tuberculosis. It is seen as the end result of many different kinds of organic and social causes. For the sake of accuracy, schizophrenia should be referred to as the group of schizophrenias. Despite the complexity of the etiology, when schizophrenia occurs, it represents the most severe, puzzling, and difficult to treat of all mental and emotional disturbances.

Schizophrenia can be regarded as a major distortion of the external world and of the symbols by which the external world is defined. It is commonly referred to as a psychosis, not as a neurosis or psychoneurosis. A psychosis is the most severe type of mental disorder in that all or almost all forms of adaptation are disrupted and disorganization of the personality is extensive. In most cases of psychoses, the individual with the disability does not have insight into his difficulty. In cases of neuroses or psychoneuroses, the disorder is not as disruptive; the individual possesses some insight into his difficulty and is able to verbalize it to some extent.

Some types of schizophrenia seem to result predominantly from organic, physiological conditions; others seem to result from adverse social and psychological factors. However, the social factors in the etiology of schizophrenia are those which are of most concern to educators and mental health workers. The relevant social forces in schizophrenia would include the family environment and the structure of the community; community factors would be significant for the mental health of the family constellation as well as for that of the individual schizophrenic. If there is serious social disorganization in a community, one would postulate that this would affect the family structure so that it would be more difficult for a poorly organized family to maintain itself as a cohesive unit. To an already disintegrating family unit, a lack of community services or support may often be the straw that completely destroys the camel.

A diagnosis of schizophrenia must take into account the individual at a given time, in a given situation, in a given social structure. For example, an individual characterized as schizophrenic who is hallucinating and acting inappropriately in the ward of a mental hospital may react with great appropriateness and speed to an emergency such as a fire in the ward. He may be quite helpful to the other patients and to himself in affording a quick exit to all the people concerned. Another example would be a schizophrenic who is barely able to participate and function in the community because of his bizarre mannerisms but who can function fairly well in playing the piano with a nightclub band or in working on a job that requires little or no social interaction. Certain factors in the social interaction of some schizophrenics may enable them to suppress their symptomatology for a time if they can find a favorable social setting. The type of job in which the individual is engaged may also enable him to hide his symptomatology for a period of time. The factors involved in being able to cover symptoms are many and complex. In the example of the fire on the ward, the obvious fright of the staff and patients may lessen the fright of this particular patient and decrease his feelings of fear toward his "tormenting attendants." The fact that much more attention is paid to him in this emergency than in normal circumstances may also contribute significantly to a temporary transformation. For the patient in the second example, crowd approval plus the influence of the jazz music may be important factors along with many others in alleviating the gross aspects of his schizophrenic illness.

There are other reasons for formulating a dynamic definition of schizophrenia rather than a static one. There are, for example, "ambulatory schizophrenics" who can maintain themselves for a complete lifetime outside of a hospital if they are able to manipulate the environmental situation sufficiently so that their manifest disturbance does not cause social disapproval or alarm. Some of these persons can maintain their functioning in a semireclusive existence and pursue occupations that permit such relationship. Even more dramatically, there are those who can function with some effectiveness as parents, teachers, or pupils and live a markedly isolated existence in a thriving school environment or community. Such individuals are able to keep out of close relationships with other persons and are thus able to keep the visible schizophrenic symptoms down to a minimum.

In consideration, then, of the dynamic aspects of schizophrenia, the prominent symptoms of this illness, as listed by the World Health Organization (*33*) in 1957, are as follows:

1. An unmistakable and marked personality change that usually can be seen more easily when it occurs in a short period of time. How-

ever, the change can also be noted as occurring over a longer period of time.

2. Withdrawal from outside personal and emotional contacts and a preference for activities which the person can do alone
3. Disturbances of thinking accompanied by bizarre statements, made-up words, gross syntactical, grammatical, and linguistic errors. Incapacity to pursue a sustained train of thought and the use of private symbols are also common. The disturbances in thinking and the consequent befuddlement of communication make the the schizophrenic person unintelligible to most persons. However, the behavior and communication are understandable to those who have full access to the psychopathology of the individual patient's history and dynamics.
4. Emotional disturbances that affect relationships with other people and that are accompanied by shallowness of feeling or inappropriate or disproportionate feelings
5. Disturbances of perception such as hallucinations. Auditory hallucinations are most common; visual ones are not nearly as common.
6. Bizarre physical behavior such as peculiarities of posture, gesture, and movement

Arieti (*2*) describes schizophrenics as showing severe distortion of the intellectual processes, a withdrawal from action or interest in action, a loss of ability to socialize, loss of the ability to use symbols accurately, and a loss of appropriate emotion. Also included in the behavioral mannerisms of the schizophrenic are social ineptness, an inability to concentrate on necessary work, perverse sexual tendencies, attitudes of omnipotence, and a preoccupation with one's inner thoughts and feelings. Often there is developed a feeling of separateness or depersonalization of self, and this feeling results in the ability of an individual to establish boundaries between self and "not-self." All or only several of these symptoms may be present in a full-blown schizophrenic; at times only one of these symptoms may be perceived. The degree, extent, and course of schizophrenia can vary tremendously from an entirely debilitating process that starts early in a person's teens and follows a downhill course to that of a person who may go through a schizophrenic episode for a few days and may never again manifest any overt active schizophrenic symptomatology.

The scientific search to understand and control this condition of malfunctioning has led to some agreement that schizophrenias result from a combination of stresses in an individual's life history, coupled with a greater-than-average degree of susceptibility to schizophrenic disorder. Present knowledge indicates that the schizophrenias have many and varied etiologies, with a shared final path of severe personality or ego disturbance.

The concept of ego processes in personality development has proven most useful in providing hypotheses about the meaning of schizophrenia. This ego process (or ego) is that aspect of personality, related to the perceptual system, which acts as interpreter and modifier of stimuli from the inner environment (the organism) and the external environment. In its mediation or interpretation of stimuli from within and without, its job is to bring about maximum comfort and enhancement of the organism. Ego functioning is generally at an unconscious level; the adaptation processes often go on at an autonomic, nonrational level. Ego processes direct the organism to experiences that enhance self. These processes seek pleasure for the organism as well as avoidance of pain. If an individual is faced with serious emotional conflict, the ego processes may protect the organism by not permitting the conflict to come to a level of awareness. Such protective mechanisms are called defenses. An individual may develop intense hostility as a result of feelings toward a parent or sibling; however, much or all of this may be repressed by the ego processes since an awareness of such hostility may make the organism uncomfortable and anxious. Ego processes that function as a result of early, unresolved emotional needs constrict and restrict behavior. Mature ego processes permit the organism to employ sound judgment and rational thinking in the solution of problems. Ego processes that function at the behest of unresolved infantile needs often prevent the organism from doing productive work, learning, and forming close affective relationships with others. Such ego processes may distort the individual's perception of the outer world, other persons, and himself to some extent or to a great extent. In some cases, the ego processes may be highly disorganized by emotional conflicts that completely overwhelm the person.

Sound personality development is reflected in ego processes that enable the organism to love and to work. Ego disturbances in schizophrenia are of the most severe, regressive type. These include loss of ability to test reality, disturbances in thought processes, loose and nonsensical types of associations, reality distortion, magical thinking, feelings of estrangement manifested by questions such as "who am I," hallucinations, inappropriate behavior and postures, disproportionate excitement, and an inability to cope with the slings and arrows of life.

The project described in this report assumes that schizophrenias in man are related to disturbances in the ego process and that these disturbances occur over a period of time. In most cases, therefore, the stress and strain on the ego processes of persons vulnerable to schizophrenias ought to be visible at specific points in their school life. There is evidence that abnormal personality development in children and adolescents can be adequately sensed or detected by teachers. The vantage point of the teacher is, perhaps, maximized by continuous interaction with children in a variety of stress situations over a period of time. Visibility of abnormal personality factors is also maximized for the teacher by his experiences with the normal reactions and normal feelings of children and youth in a variety of normal situations.

The identification or detection of children and adolescents with developing emotional problems increases the possibility of economical and successful preventive intervention. Although prevention of disorders such as schizophrenia is still a matter of faith and research, scientific study of the longitudinal development of this disorder may help yield possibilities for effective action.

Schizophrenia is one of the most serious illnesses that afflict human beings. It maintains a course of illness, often chronic, that affects patient, family, and community. Since this is a disease that usually occurs with greater frequency in the late teens or in the late twenties and thirties than it does in other periods of life, it can be disastrous to careers, professional studies, and young families. Schizophrenia is one of the major causes of serious, prolonged disability; schizophrenics now occupy more than half the beds in mental hospitals.

Symptoms are usually present for some time before the overt schizophrenic breakdown occurs. Although a person may have an acute change in character with the onset of the disease, it usually becomes apparent, when his past history is analyzed, that the illness has been developing all along even though people close to the patient may not have been paying much attention to these gradually developing symptoms.

Schizophrenia is an illness about which adequate data on incidence is difficult to obtain. The World Health Organization estimated that the proportion of persons who are genetically capable of schizophrenic responses is between 1.2 and 5 per cent. Every child born today stands at least a 1 per cent risk of developing schizophrenia should he survive to fifty-five years of age. There is evidence that the incidence of manifest schizophrenia rises with the social disorganization of a community.

Also, populations undergoing rapid cultural changes experience a higher incidence of manifest schizophrenia than populations wherein cultural changes are gradual. Schizophrenia occurs in all known cultures. In general, the incidence of schizophrenia is determined on the basis of the number of hospitalized cases. It should be noted, therefore, that the data used in determining the incidence are limited to some extent by the availability of hospital facilities for the treatment of schizophrenia.

Often a prevalance figure is employed to predict how many in a given population during their lifetime may be expected to have schizophrenia. This often produces the rather frightening, sepulchral figure of "1 in 10." Lemkau and Crocetti (*18*) estimate the incidence of schizophrenia in Western European culture to be not less than 50 nor more than 250 per 100,000 population. Tietze (*28*), however, using the prevalence technique cited in the foregoing, derived a figure of 16 per 1,000. He reasoned that at any given time only a portion of the schizophrenic population is hospitalized and that only a small number of schizophrenics could avoid hospitalization during their lifetimes. He concluded the life expectancy figure to represent a truer incidence than the gross incidence per population. Further studies (*18*) indicate that Tietze's estimates were low due to biases found in the screening services that were employed in returning younger patients to the community. Accordingly, the incidence of schizophrenia based on life expectancy figures is now placed at 18 per 1,000 children born.

CHAPTER III

PREVIOUS RESEARCH FINDINGS AND PROBLEMS

In the past three decades there has been increasing interest in and research on the relationship of childhood adjustment to adult psychiatric status. In most studies, groups of individuals who were first studied in a clinic or in a clinical setting when they were children were followed up and studied at later periods in their lives. Studies such as those by Birren (*6*), Bowman (*8*), Frazee (*11*), Kasanin and Veo (*16*), O'Neal and Robins (*24*), and Wittman and Steinberg (*31*) contributed corroborative findings on the personality characteristics of children and youth who later became psychotic.

Birren (*6*) scanned the records of 16,000 persons admitted to Cook County Hospital between January 1, 1949 and December 30, 1952 and identified a group of 38 schizophrenics who had been seen and studied by the Chicago Public Schools Bureau of Child Guidance. His control group consisted of 53 boys with behavior problems who had been studied by the Bureau but who did not become schizophrenic. He found that the preschizophrenics displayed a larger number of symptoms that could be classed as "withdrawn" than did the nonschizophrenics. The average IQ for the former group was 88.7 as compared to the average of 97.7 for the control group. He found no school leaders in the former group but nine in the control. Birren's study supports the theory that the shut-in type of personality is particularly susceptible to schizophrenia; in addition, listlessness, seclusiveness, school retardation, and poor peer relationships were found to be characteristic of the preschizophrenic group.

In a study by Wittman and Steinberg (*31*), 59 cases were picked from the files of Cook County Psychopathic and Elgin hospitals. A total of 200 children picked at random from the files of the Bureau of Child Guidance, Chicago Public Schools, was used as a control group. The investigators found that more than 50 per cent of the schizophrenic patients when examined as children had been described by the school psychologists as having a "shut-in" personality. Some of the expressions used by psychologists in describing the results of tests administered to the preschizophrenics were "dreamy, listless, disinterested, abstracted, poor attention, lack of concentration, oversensitive, lacking in initiative, does not seem to try very hard, apathetic, withdrawn, slow but with good intelligence, indecisive and lethargic, rather hazy, applies self poorly, and lacks interest."

Frazee (*11*) studied 23 male children who later became schizophrenic and compared them to 23 who did not. Both groups were selected from the files of a child guidance clinic and, therefore, represented children who had been referred for special help. She found little difference between the groups in the variety of problems presented. The same number of children in both groups manifested exaggerated, destructive aggressions and agitated, excitable behavior. An equal number of children from both groups had manifested behavior problems in school; however, the preschizophrenics displayed a larger number of symptoms and difficulties than did the nonschizophrenics. Twice as many preschizophrenics seemed to have had a gradual onset of problem behavior than the control children, and this finding supported the theory that the development of schizophrenia is a slow and insidious process. Frazee concluded as follows:

> This study supports the theories in the literature concerning the "shut-in" type of personality as particularly susceptible to schizophrenia. The largest symptomatic difference between the groups was in the higher proportion of patients in the study group with symptoms of withdrawal — shyness, listlessness, excessive daydreaming, and seclusiveness. Despite periods of activity, these children revealed little in the way of healthy object identifications and closeness of relationships. More children in the study group manifested sleep disturbances and feeding difficulties, suggesting greater early deprivation and frustration. Further evidence of withdrawal was seen in the school behavior of the study group. A larger number were retarded in school, daydreamed excessively, and isolated themselves from other children (none in the study group interacted normally with other children). It is evident that the emotional conflicts of the children in the study group were of such severity as to be manifest in school and community situations. (*11*, pp. 148-49)

In a 1932 study of the early life of the schizophrenic, Bowman (*8*) found that as children schizophrenics tend to have fewer friendships than do normal children and that the number of friendships tends to decrease as they grow older. There was a strong tendency in children who later became schizophrenic to indulge in solitary recreations, and this tendency increased in adult life. These children also tended to be less self-assertive than normal children, and less interested in or amused by humor. Bowman also found that during the childhood period of the schizophrenic group there were fewer cases who daydreamed a great deal as compared to the normal children. The schizophrenic patients, as a group, showed less output of energy; the control group had more individuals who were variable in this respect. The schizophrenic group included persons who were extremely ambitious as well as some who had little ambition. Their work ability was slightly superior to the normal; they tended to smoke and drink less than the normal group. Bowman sums up as follows:

> The schizophrenic tends . . . to have few friends, to indulge in solitary amusements, to be a follower, to feel superior, to be close-mouthed and uncommunicative.
>
> . . . .

> As he grows up he becomes more seclusive, has fewer friends, becomes more uncommunicative, utilizes humor less, becomes much more sensitive as compared with the normal since he does not lose his childish sensitivity. There is an increase in his tendency to daydreaming so that it equals that of the normal. He shows less sportsmanship. (*8*, p. 497)

Almost all research has indicated that the socially introverted or shut-in personality is the common type of personality found in preschizophrenics, but that there are a number of other types of personalities who also became schizophrenic. Some of the latter are described as individuals with "stormy" personalities who alternate between periods of rage and attack and periods of passivity and calmness. Certain others have a success-oriented personality in which all their energy seems to be focused on the achievement of certain goals. Such individuals are usually professionally successful but are markedly affected by small failures. (*19*)

The majority of researchers have found social introversion and the "shut-in personality" as the predominant features of the preschizophrenic. This, however, is far from being a comprehensive or complete picture. O'Neal and Robins (*23*) compared a group of children who had been studied at a clinic and who were later diagnosed schizophrenic with another clinic group who as adults had no psychiatric disease. The authors found the preschizophrenics to have manifested more symptoms of all kinds and to have had more areas of disturbed functioning than the other group. One striking finding, however, was that the preschizophrenic group demonstrated a greater amount of antisocial behavior than did the other. Michael, Morris, and Soroker (*21*), in their follow-up study of shy, withdrawn children seen at a child guidance clinic, found that as adults these children were relatively free of overt mental or emotional illness and, in fact, showed less incidence of schizophrenia than children seen at the clinic who were judged to be ambiverts or extroverts.

There are a number of important methodological problems and difficulties that are encountered when one attempts to compare the emotional adjustment of an adult to his previous adjustment. Most researchers have attempted to follow up known groups of children. One of the difficulties of such follow-up research lies in the unavailability of the more mobile members of the group studied; and in some studies such individuals constitute a sizeable number. A follow-up study (*26*) of persons seen as children in a municipal psychiatric clinic and of a control group 30 years later showed that the geographic mobility of the patient group significantly exceeded that of the control group. Not only did persons seen in the clinic move more often from town to town than did members of the control group, but also they tended to change their address within a city more often. The investigators concluded that children who are sufficiently disturbed to be referred to a child guidance clinic become adults who are highly mobile. Another limitation of this type of research study is that the status of the follow-up group is often evaluated on the basis of a single criterion such as difficulty with the law. Evaluative studies of adult behavior and personality characteristics of children seen in clinics need to consider the varieties of expression by which emotional difficulties can be manifested.

Age and circumstances play a large part in determining how the vulnerability of an individual to emotional problems will be expressed. Researchers who have attempted to assess the total psychiatric health of the follow-up group in their studies have had to make this assessment in short time periods and with limited staffs. In some cases, such as in the Kasanin and Veo study (*16*), the respondents knew that the persons about whom they were reporting had been or were patients in a mental hospital. Indeed, it is difficult to mask the intent or nature or retrospective or follow-up studies in an effort to avoid biasing the perceptions of respondents.

Another and perhaps the most basic criticism of previous research studies on preschizophrenic personality is that the majority of the studies utilized a population of schizophrenics whose prepsychotic adjustment was such that they had been referred to a psychiatric clinic or agency.

In the present study it was possible to eliminate, or at least diminish, some of the methodological problems and biases that have been described. The research project was in the fortunate position of being able to start with a group of schizophrenic patients and collect high school behavioral information on them and on randomly selected classmates, regardless of whether or not they had been previously referred to a psychiatric agency. Also, in the present investigation, much effort went into disguising the purpose of the study; only in two cases did respondents indicate they knew that one of the boys had been hospitalized. Much effort, too, went into concealing the identity of the hospitalized boy from the interviewer to minimize his perceptual biases.

Another major difficulty in this type of longitudinal follow-up and evaluative research lies in the difficulty of obtaining an adequate control or comparison group. This was mentioned by Bowman 26 years ago with the following admonition:

> There are almost insurmountable difficulties in obtaining suitable control material. Ideally, one would wish for a group showing the same distribution of sex, age, race, intelligence, social status, etc., as found in the group of psychotic

> cases. The same method of obtaining material i.e. interviewing relatives, friends, employers, and others—should be utilized. Such a study might theoretically be made by picking persons at random on the streets, in stores, in the subway and similar places and securing their consent to such investigation. Practically, it would seem impossible to carry out. (*8*, p. 488)

In the O'Neal and Robins study (*23*, *24*), the controls were a group of students picked purely on the basis of having no major difficulties at school. This might be regarded as a "good boys" group compared to those referred to the clinic.

Many studies do not include any relevant comparison group. Such a group may add little in some cases; in others it may prove to be of major importance. For example, Witmer and Tufts, in their evaluation, concluded as follows: "The chief importance of the Cambridge-Somerville Youth Study, so far as evaluation is concerned, is its use of a control group for checking results. Had this been lacking, much greater claims for the effectiveness of the program might have been made." (*29*, p. 30) With the exception of the O'Neal and Robins study, control groups, where present, have been drawn from children who were referred to a child guidance clinic. This practice is of inestimable help in understanding differences among the various groups of children referred to a clinic; but it may be of minimal assistance in identifying, in the history of the child or in that of his follow-up adult counterpart, behavior that is significantly different from the behavior of a randomly selected individual.

Every once in a while a control group inadequate for some purposes provides an unexpected bonus for another. For example, in the O'Neal and Robins study (*23*), the degree of emotional disability in a group of individuals who, as children, had been referred to a psychiatric clinic and who were seen 30 years later was compared with that of a group of normal controls. The investigators found that, in most instances, the problems for which the children had been seen in the clinic were not outgrown. Psychotherapy had not been given to these children for one reason or another. It cannot be said what effect therapy might have had on them; but it can be said that a large proportion did not outgrow their childhood problems. The bonus, however, was the 30-year follow-up of the normal control group, who were selected solely on the basis of having no striking difficulties in school. This group was found to have no major personality disturbances or mental illnesses. O'Neal and Robins concluded from these facts that "the simple criteria used to choose the control subjects—no excessive absences, no full grade repeated, no disciplinary action recorded, and an IQ of 80 or better—have yielded a strikingly healthy group." (*23*, p. 389)

In summary, there is evidence that adult adjustment can be predicted to some extent from childhood behavior and vice versa. However, the operational problems posed by follow-up research may often be too burdensome and too difficult to overcome. One advantage of retrospective research is that of having the psychiatric status of the group clearly established. Some of the methodological problems of this type of research are undoubtedly complex and full of unscientific pitfalls. The present research study adopted procedures that attempted to overcome or reduce the possibilities of bias or predisposition of results. Such procedures are discussed in the next chapter.

CHAPTER IV

THE RESEARCH PROCESS

The present investigation has attempted to resolve some of the problems inherent in follow-up research by identifying the follow-up group first and working backwards. It was considered best, for example, to begin with a group that had as much in common with respect to degree and kind of illness as could be psychiatrically ascertained. To this end, a group of hospitalized mental patients was selected, all of whom had been studied by the staff and diagnosed as schizophrenic. The idea of getting everything and anything about the lives of these patients (and a control group) was abandoned; instead a good, clear-cut slice of the individual's life at some relevant point in his development was sought. To obtain this cross-sectional slice, the high school and the high school adolescent were chosen and the individual's record, grades, extracurricular interests, and teachers' and counselors' perception of him were studied. The final choice of this time period for retrospective viewing was made after preliminary investigation demonstrated that most of the faculty of the average high school could well remember students who had attended within the past five years. Another reason for choosing the high school period was that evidence of demonstrable differences at this time in the life of the preschizophrenic and other youth could perhaps lend itself to preventive efforts. The question the research project hoped to answer was the following: To what extent are the high school records and staff perception of an adolescent who later becomes schizophrenic significantly different from those of other high school students?

As the research plan developed, it was acknowledged by the research staff that to get valid information on students one should not divulge the exact nature of the study to the respondents, and that the results might be less biased if the interviewer were not cognizant which of the boys was hospitalized. To adhere to these policies, those carrying out the study procedure had to combine the subtlety of the Office of Strategic Services with the guile of a confidence man. Fortunately, the two agencies undertaking the research project were able to proceed in this manner and accomplish the work of the project without disproportionate effort or time. One had access to patients; the other to high school records and staff.

The process of the research might best be described by permitting the reader to don a cloak of invisibility and accompany two investigators from the staff of the California State Department of Education as they visit a high school. The two investigators have staff positions with research responsibilities and are no strangers to most of the schools and administrators in the state.

The investigators are first observed ascending the stairs of a high school and entering the principal's office. After the customary greeting, the principal, referring to a letter on his desk, says, "Your letter mentions that you are trying to find out something about the characteristics of high school students and how they are related to their later occupational success. We are very interested in this problem, too. I often wonder about some of our graduates and how they're getting along. We hear about some, but most we never see again. But tell me, how are you going to do this?" The investigators then explain that this high school and the others in the study are selected at random from the high schools in the state. After the high school is selected, the students to be studied are randomly selected from a class yearbook. All available information regarding each student is then sought from faculty and other staff who might have known the students. Copies of transcripts, cumulative records, grades, extracurricular activities, and standardized test scores are also obtained. Other agencies are then responsible for the follow-up work.

After this explanation the investigators select a year at random from a group of possible years and obtain the appropriate class yearbook from the principal. Investigator A selects two boys at random from the yearbook. With the help of the principal and other members of the administrative staff, interviews are scheduled with teachers or counselors who have known both boys. Such interviews are conducted by Investigator B. Investigator A, in the meanwhile, records all information in the files or cumulative records about each boy. The interviews and the compilation of data from the records are usually completed within a few hours. From September, 1956, to October, 1958, approximately 50 such visits were made, and information was obtained on 88 students.

In order for one to understand fully what went on in the foregoing scene, he would need a little help from a time machine. This would take him back to the time when the California State Department of Education and the Veterans Administration Hospital, Palo Alto, had planned to gather information to confirm or reject the following hypotheses:

1. High school students who later become schizophrenic will be significantly different from a control group in the manner in which they are perceived by school staffs and in certain phases of their school records.
2. The school staff and school records contain sufficient relevant data on students who have left school within five or less years to assess adequately their school mental health.
3. The developing schizophrenic is readily recognizable during his high school years and is perceived by the school staff as having more emotional problems than others.

Of the patients at the Veterans Administration Hospital in Palo Alto, a total of 44 individuals who had attended a California high school for at least one year and who were born after January 1, 1932, were selected as the experimental subjects. These patients were all disgnosed as schizophrenic and had no known central nervous system pathology. At the time of the study they ranged in age from nineteen to twenty-six years, and their median age was twenty-three years.

In this group of 44 patients, 36 were single, 7 married, and 1 divorced. There were 3 college graduates and 7 others had some college training; 19 were high school graduates and the remaining 15 had at least one year of high school. Time in military service ranged from 1 month to 48 months, with a median of 18 months. The age at which the individuals were first hospitalized for neuropsychiatric treatment ranged from sixteen to twenty-three years; the median age, twenty years. The patients' first neuropsychiatric hospitalization was from 6 months to 7 years prior to the date the study was undertaken; the median, 2 years. Two patients had been hospitalized for mental illness prior to their military service.

The names of these patients along with data as to what high school was attended in each case and the year or years of attendance were mailed to a research consultant in the State Department of Education. Each name was then placed in a sealed envelope upon which was written the name of the high school and the years of attendance. The State Department of Education then sent a letter to the principal of the high school to make arrangements for a visit of the members of the research staff who, as the letter explained, were doing a study on "Relationship of the Characteristics of High School Students to Their Later Occupational Success." One of the two research investigators who visited the school memorized the name of the patient and the data of his last year of attendance. Under the guise of selecting two students at random, he selected the patient and a control, usually the next name in the yearbook or class list unless the photograph in the yearbook indicated a difference of race or the name indicated a possibility of family relationship. The other investigator then did the interviewing of the high school staff without knowing which was the control or which was the experimental subject. The final list of controls was later checked by relevant state agencies to rule out the possibility of mental illness in members of the control group.

The interviews with the school staffs were structured in large part by a rating form developed by the staff of the Veterans Administration Hospital and the State Department of Education (see Appendix A, "Interview Rating Scale"). The rating form contained 18 items pertaining to behavior, for example: *degree to which liked by others, appearance, leadership, participation in group activities, interest in opposite sex, apathetic-energetic, depressed-cheerful, careless-perfectionistic.* In addition, there were two items, *over-all school adjustment* and *mental health,* which were presented at the end of the interview with the instruction that the interviewee define in his own way the meaning of the terms in these items. The 18 items on behavior were rated on a five-point scale consistent with the item. For example, *degree to which liked by others* had the following rating categories: (1) tends to irritate —disliked by most people who come in contact with him; (2) in general, not too well liked by others; (3) liked as well as most; (4) tends to be liked somewhat more than most; and (5) liked by almost all who know him. The additional two items, *over-all school adjustment* and *mental health,* were rated on a five-point scale from exceedingly poor to excellent. In almost all cases the interview was begun by showing the interviewee the pictures of both students and asking, "What is the first thing that comes to your mind about each of these boys?" The interviewee was then encouraged to continue with his free-association responses until he ran out of memories. Some direct questions were then asked to complete the gaps on the Interview Rating Scale. Faculty members who had known both boys were given priority as interviewees. In almost all cases staff members were available who remembered the boys in class, as counselees, or as members of athletic teams. In some cases, the boys had made little impression on the staff beyond the fact that they had been remembered.

A folder containing the data from the school records and the interview information from school personnel was made up for each subject. All extraneous identifying data, such as name of high school, were deleted as was any information referring to events or contacts that transpired after high school. These folders were coded and placed in four groups of 22 subjects each. Each group contained 11 experimental subjects and 11 control subjects in random order. The folders were then given to three judges who were asked to rate the subjects in each group from most likely to least likely to require neuropsychiatric hospitalization in later life. The judges were three clinical psychologists, all of whom had worked with hospitalized schizophrenics for at least five years. The judges were also asked to make evaluations, on the basis of the information in the folder, of their over-all impression of the emotional adjustment of each individual.

CHAPTER V

RESEARCH RESULTS

Marked and numerous differences between the control group and the preschizophrenic group (Appendix B, Table 1) were noted. Of the 20 ratings, 16 yielded differences significant at the 5 per cent level or greater. The preschizophrenics tended to be less well liked than their classmates. They were definitely less interested in their environment and showed markedly less ability for leadership than their classmates. The schizophrenic group showed markedly less interest in the opposite sex than did the control group. The groups did not differ significantly on conformity to rules and regulations or on maintenance of personal appearance.

There was little difference between the groups with respect to overt expression of hostility. However, the schizophrenics were more submissive than the controls and were seen as more hesitant and less spontaneous in their behavior. They showed decidedly less participation in athletics and were less energetic and more apathetic than the controls. The preschizophrenics were seen as both more anxious and depressed, but no significant difference was found between the groups regarding the tendency to complain.

The preschizophrenics were seen as less independent than the controls; also more careless, less critical of their behavior, more irresponsible, and less dependable. Teachers judged the preschizophrenics as having poorer over-all school adjustment. The greatest differentiation between the two groups was obtained simply by asking the teachers to make a judgment of the students' mental health. In so doing, the teachers were free to define mental health in any way they wished. On this basis, 20 of the preschizophrenic group were judged by the school staff to have poor or exceedingly poor mental health whereas only 3 students in the control group were so judged. Also, only 3 of the 44 preschizophrenics were judged to have mental health better than most or decidedly better than most whereas 23 of the 44 control subjects were so judged.

When the preschizophrenics and controls were compared on the basis of the classification devised by Kasanin and Veo (*16*) (see Appendix B, Table 2), the present group of schizophrenics was found to be behaviorally different from the control group in high school and was also different from the group of patients studied by Kasanin and Veo. The difference between the preschizophrenics in the Kasanin and

Veo study and those in the present study is undoubtedly the result of a combination of differences in research plan and technique. The members of the Kasanin and Veo group of schizophrenics were studied largely on the basis of elementary school records; in the present study high school records were used. The group of schizophrenics in the present study was undoubtedly a healthier group with more personality strength and resilience, since many were able to survive the academic regimen of high school and were all able to function, to some extent, as members of the armed forces. Another difference in the two studies consisted of the inclusion of 31 females in the 54 schizophrenics studied by Kasanin and Veo; in the present study no females were included. In addition, about one-third of the Kasanin and Veo group were undiagnosed or had a nonschizophrenic diagnosis. Furthermore, the persons reporting on the Kasanin and Veo group were aware that the individual had become mentally ill and had been hospitalized.

CASE EXAMPLES

Notwithstanding these differences between the two studies, it was found helpful to utilize the five categories devised by Kasanin and Veo (*16*) in order to obtain adequate descriptive comparisons. The following brief histories, taken from the present study, are classified on the basis of the description system of Kasanin and Veo. These are case examples of adolescents who later became schizophrenic.

CATEGORY I—Children of Unusually Striking Personality. Children Noted by Others to Be Odd . . . Peculiar. Teacher Noted Something Wrong with Child's Development. (See Appendix C, Case No. X-16.)

This boy was in the tenth grade when he dropped out of school. His attendance and scholastic record had been quite poor for several prior years. In elementary school the boy on two occasions failed to be promoted to the next grade. At the time of his entrance in the seventh grade the boy and his family moved to California. In the ninth grade he achieved a score of 77 on a group intelligence test. Three months later an IQ of 92 was achieved on a Stanford-Binet. At that time the psychologist described him as a very tall, mature-appearing boy who displayed some nervousness and was somewhat effeminate in his mannerisms. It was the opinion of the psychologist that the boy disciplined himself to keep his nervousness from showing. In addition, he was described as a boy who showed little if any interest in school. He seemed never to know when lunch period came. The examiner described him as detached from reality. He barely heard oral directions. He seemed to have a philosophy that "nothing could hurt him now." He just did not seem to think about anything. He claimed he had saved for a BB gun three times. On each occasion, he said, his family took the money and his father also took $60 that he had saved for a bicycle. The father did try to return it in small amounts, but the sum was never together again. The boy seemed deeply hurt by this and seemed to have adopted a nonchalant-noncommunicative attitude and expressed the feeling that nothing could hurt him now.

The following note was written by the boy when asked to explain why he cut class: "I cut because I get tired of school or because I want to go some place. I think five days a week is too much of the same thing day after day. I get tired of it and just take a day off once in a while. I don't like to go to school anyhow . . ."

Examples of other written reactions included in the cumulative records are as follows. The first is a note from a teacher to the mother.

> Several weeks ago the boy was told to stay after school because of poor work and poor citizenship. He disobeyed and did not stay. As a result I sent you a letter by him telling you that he was to stay after school and write a 200-word composition. The boy was to return the letter with your signature. He never returned it. The boy must stay after school and do his punishment work. His attitude is poor. He chews gum in class and is generally unco-operative.

A second teacher's note observed as follows:

"He chews gum constantly. Irresponsible. Poor workmanship, no homework, inattentive, and wastes time."

A third teacher stated the following:

"The boy considers school a three-ring circus. He takes nothing seriously and consequently learns nothing."

A fourth teacher wrote as follows:

"The boy has received an F in my class. He has simply taken up space in my class all semester. He has refused even with constant prodding to complete his work."

CATEGORY II—Children with Slight Personality Problems; Somewhat Different, but Not Markedly So. (See Appendix C, Case No. X-78.)

This boy attended a small high school. He was vice president of his senior class and participated to a limited degree in the varsity football team. In school he took a general course of study and maintained slightly better than a C average. His school attendance was average. This boy was remembered by the high school staff as one who maintained some interest in athletics, especially football, but showed little interest in anything other than that. His counselor remembered him as a boy who was tense, nervous, and, at times, apprehensive about his general welfare. His coach remembered him as a boy with lots of nervous energy. He felt that if the boy had not possessed so much tension he might have been an outstanding football player. He showed little evidence of leadership in his school career and was described as a follower even though he was elected vice president of his class.

During his high school days the boy had a brother and sister who attended the same school. It was the opinion of faculty members that the parents exercised little supervision over the activities of their children. The children never seemed to feel the need to inform their parents as to their whereabouts or anything related to their school activities.

CATEGORY III—Children Who Are Well Liked by Some Teachers, Appear to Be Well Adjusted, Well Integrated, Moderately Popular, Sociable, with No Apparent Difficulty in School. (See Appendix C, Case No. X-84.)

In a high school of approximately 1,500 students this boy was active in the Foreign Language Club and the School Honor Society, and was elected to the State Honor Society. He followed a college preparatory program and maintained almost an A average. On the only intelligence test administered to him during his high school career his IQ was recorded as 106. His attendance in school was excellent.

Members of the school staff described him as follows: This was a boy that finished in the top 5 per cent of his graduation class. He followed a strict academic preparatory program. He was recalled as a person who gave no trouble. At no time was there a question about his attendance or behavior. They felt that he was a well-adjusted boy and a "hard pusher." The Dean of Boys described him as a very verbal boy. One teacher said, "He was skillful in the word world as long as he was reading. Perhaps this made him seem smarter than he really was. If it hadn't been for a slight speech defect which detracted from his speaking ability, he would have been really slick with words." He was described by members of the counseling staff as being a very frail boy, quite underweight, and wore glasses. He seemed to be preoccupied with his work, which was related to his day-to-day success at school. He often asked about the quality of his work.

He wanted to go to college and would talk with his counselors about his chances of becoming a pharmacist. The members of the counseling staff said that they never gave him much encouragement in these discussions because they felt that he worked so very hard to get good grades in high school that he would have no reserve to fall back on in the difficult work at the college level. One of his counselors was quite emphatic about this. He felt that his high grades in high school would not hold up in college. Other than worrying about his ability to make better grades, he showed little anxiety or concern while in this school.

CATEGORY IV—Children with Qualities of Leadership in Athletics or Scholarship, "Pride of the School," Eager for Success, Perhaps a Little Too Eager at Times. (See Appendix C, Case No. X-08.)

This boy followed a college preparatory program and maintained a B average in his school work. He was especially interested in radio and electronics. On the only intelligence test administered to him in high school he achieved an IQ score of 118. His attendance was excellent. He attended a fairly large high school and served as vice president of his class and vice president of the student body.

Members of the faculty described him as follows: A quiet boy. Sometimes a little on the shy side. He seemed to possess confidence and when performing before a class or student body he did so with a quiet, dignified, and confident manner. He never refused to participate in any activity connected with school and related student body activities. Sometimes he had moments of depression. At such times he was concerned about his younger brother and treatment of him by his father. He stated that the father had always wanted a daughter and was quite disappointed when the boy's younger brother was born. This seemed to bother the boy especially during periods when the father openly stated his preference for daughters and his keen disappointment in having only sons. The boy was described as posesssing a pleasing and neat appearance. It was felt that he used his knowledge better than average. He was known as a boy who thought twice before acting and never made a hasty, wild decision.

Examples of faculty comments made about him are the following:

"He said 'Yes, Sir' and 'No, Sir.' To my knowledge he never lied to me. He was a willing student and followed directions, no questions asked."

"He had a lot of guts and stayed with things until completed. I would classify him as a real 'comer,' a person who will make it in life with little trouble. He had what it takes. I remember him as an A student in my electronics class. To get an A from me for two consecutive years he would really have had to put out."

"A real good boy. In his senior year his grades dipped slightly. Nothing serious. It was probably 'girl fever' or 'senioritis.'"

"He was on our school debating team. A good dependable boy. On one occasion he became concerned about some of the boys bragging about their sexual exploits. The boy expressed some concern about problems relating to sex. We discussed the matter on two occasions."

"We remember him as a very conforming and idealistic boy. It was a real pleasure to have worked with him during his high school career."

CATEGORY V—Children Who Were No Problem, Seldom Noticed, Seclusive and Quiet. They Are Often Hazily Remembered as Sensitive, Shy, Passive, and Colorless. (See Appendix C, Case No. X-04.)

This boy started taking a college preparatory program and subsequently shifted to a general course. He maintained slightly better than C average. On the only group intelligence test administered to him during high school he registered an IQ of 108. He had a twin brother who was quite active in basketball. It was felt that because of this, the boy made limited attempts to participate in this sport. His attendance was regular, and he was never a discipline problem. Members of the faculty described him as quiet, colorless, and a good worker. He was also described as a clean-cut looking boy, but he never looked sharp because of his drooped, submissive attitude and actions.

Examples of comments made by faculty members are as follows:

"He followed his brother, but walked around in his shadow. He seemed never to know that girls existed. Never saw him get mad—just stayed in his shell."

"He just walked around in a peaceful mood. He took anything as it came. His actions and behavior were always good. He never did anything outstanding."

"Never complained, although we never recall him as being happy. He probably never spoke ten words in his life without someone initiating and directing the conversation."

"A sad, quiet boy walking in the shadow of his twin brother. It's difficult to tell more about him because no one got to know him well. In any kind of stress situations he quietly withdrew."

"When he entered high school he walked around like he had a 100-pound weight on each shoulder. By the time he was a senior he acted as though it weighed 300 pounds."

SCHOOL RECORDS

Comparisons of the preschizophrenic and control groups regarding various aspects of school records are shown in Appendix B, Table 3. The school records showed that 65 per cent of the preschizophrenics and 90 per cent of the controls graduated from high school. While in school, 38 per cent of the preschizophrenic and 62 per cent of the control group followed a college preparatory program. The preschizophrenic group tended to achieve their highest grades in foreign languages. The control group achieved significantly better than the preschizophrenic group in vocational courses, physical education, and mathematics. A larger per cent of the preschizophrenic group failed English, social studies, and mathematics (required courses) than did the control group. The over-all grade patterns of both groups were analyzed to determine whether the student's achievement in his high school career followed a declining, inclining, or erratic trend. It was found that 6 per cent of the control group, as compared to 25 per cent of the preschizophrenic group, showed a declining grade pattern.

On a grade-point distribution of A = 4, B = 3, C = 2, D = 1, F = 0, the preschizophrenic group achieved a grade-point average of 2.04; the control group, 2.48. The preschizophrenics had significantly poorer school attendance than the controls.

In none of the extracurricular activities such as interscholastic sports, dramatics, school club functions, and student government activities did the preschizophrenic group show a higher degree of participation than did the control group. The controls showed particularly high participation when compared to the preschizophrenics in interscholastic sports and drama. The IQ's derived from the last group test taken by high school students showed the mean score of the controls to be significantly higher than the mean score of the preschizophrenic group.

RANKING BY JUDGES

Three clinical psychologists were given the task of ranking, from least likely to be hospitalized to most likely to be hospitalized, four groups of 22 protocols each. Each of the four groups contained information on 11 patients and 11 controls. Each protocol had been scrutinized carefully for leading, misleading, or identifying data. For example, if a school staff member had reported a subject as now employed and working in the community, this sentence had been cut out. All deletions and omissions had been made to discourage the Sherlock Holmes approach and to encourage ranking on the basis of a global appraisal of each subject.

The results of the ranking are presented in Tables 4, 5 and 6 in Appendix B. The first judge placed 10 patients in the group of 44 nonpatients and, conversely, 10 nonpatients in the group of 44 patients. The second and third judges placed 11 patients in the group of 44 nonpatients and 11 nonpatients in the group of 44 patients. The protocols of nonpatients ranked by all three judges as most likely to be patients were Case Numbers 7, 15, 29, 37, and 57. The protocols of patients ranked by all three judges as least likely to be patients were Case Numbers 12, 18, 28, 38, and 54. The judges were correct in their over-all appraisals in three out of every four choices.

CHAPTER VI

CONCLUSIONS AND DISCUSSIONS OF RESULTS

This study confirmed its basic hypothesis that high school students who later became schizophrenic were significantly different from other students. In most of the cases, members of the school staff were aware of differences between the preschizophrenic child and his classmates, but only in a small number of cases were such differences considered significant by the staff. The preschizophrenic group were not considered by the faculty to have had major school problems, but their differences from other students were sufficiently marked to be noted and remembered by teachers, counselors, deans, and administrators.

On the basis of the results, it is evident that high school students who later in life became schizophrenic demonstrated a greater degree of emotional maladjustment in school than did their classmates. This maladjustment was apparently visible to school faculty personnel even when it took the form of withdrawal rather than disturbing or disruptive behavior. Nevertheless, a little more than half the number of individuals in the preschizophrenic group were judged by the school staff to have at least average mental health.

Occasionally a teacher would volunteer the opinion that a child's peculiar way of thinking or unpredictability would cause him trouble as an adult. On the other hand, some of the school staff were quite sure that a child's good grades and avoidances of school difficulties would carry him "a long way in life."

It is probable that if a more extensive evaluation of the preschizophrenic group had been made during their school years, even more evidence of emotional disturbance would have been discovered. Emotional problems and difficulties of adolescents can be and often are well hidden from others. For example, one of the patients in the study described hallucinations he often experienced during his high school years; yet he was able to complete high school and was one of the subjects judged to show average mental health and no particular evidence of emotional problems.

Although the preschizophrenics were readily separated by the ratings and records from a randomly selected peer group, the use of such ratings and records in screening groups would undoubtedly also screen children who show normal shyness, passivity, and nonparticipation in addition to children who show shyness, passivity, and nonparticipation as a stage in the development of schizophrenia. On the other hand, so seldom did the school personnel feel that a preschizophrenic showed better-than-average mental health that one can state with some validity that the perception on the part of such personnel of an adolescent's mental health as being above average augurs well for the future mental health of the student. O'Neal and Robins (*24*) also found in a 30-year follow-up that a control group whose members were picked on the basis of no striking difficulties in school manifested no major personality disturbances or mental illness as adults.

While the patients in the present study were, as a group, much more isolated, withdrawn, and nonparticipating than their classmates, in individual cases only about half could be classified as markedly withdrawn. A sizable portion (20 per cent) were found to have problems of an acting-out nature. Another 20 per cent were judged to have other problems not clearly of an acting-out or withdrawing nature, whereas only about 10 per cent were judged to show no marked amount of emotional problems while in school.

The results of this study may help clarify some of the discrepancies reported in the literature as to the type of symptomatology demonstrated by the preschizophrenic. Studies like this one, which start with a group of schizophrenics and study their premorbid personality characteristics, tend to emphasize the "schizoid" or "shut-in" characteristics that identify the group as a whole. In this setting, less emphasis is placed on the cases in the group that do not fit the pattern. On the other hand, follow-up studies of individuals who had been seen in clinics and who later in life became schizophrenic showed that such persons had a greater number of acting-out problems than the groups studied retrospectively. The differences, perhaps, lie in the fact that the kinds of preschizophrenics referred to a clinic or agency would, in most cases, be those with social or nuisance problems rather than those with withdrawing behavior.

It is also less likely that a child from a lower socioeconomic class would be referred for shy, withdrawn behavior to a clinic. However, as Hollingshead and Redlich (*15*) have noted, the incidence of mental illness appears to be higher among members of lower socioeconomic classes. Thus, proportionately fewer shy and withdrawn children compared to acting-up or -out children would be found in the clinic population. Any study of clinic populations, therefore, might tend to underestimate withdrawing behavior in the personality of preschizophrenic individuals.

The fact that there is a wide variety of preschizophrenic personalities and behaviors seems to corroborate the general theory of schizophrenia as an illness which is caused by many different combinations and constellations of factors and events. Mental and emotional illnesses such as schizophrenias cannot be regarded as diseases in the same sense as are tuberculosis or smallpox, where the major causative factors are specific. Bertalanffy (*5*) questions, for example, the necessity of labeling psychiatric syndromes such as schizophrenia. He states the following:

> This may well be imperative for administrative purposes and useful for suggesting therapeutic measures empirically found to be effective in the mental disturbance so labeled. The question I have concerned myself with is, rather, are these diseases entities and, in particular, is there a specific disease named schizophrenia as delimited from others. (*5*, p. 41)

The paths, therefore, leading to schizophrenias or schizophrenic-like breakdowns may be many and varied. Some research has been done on separating what is regarded as true schizophrenia from schizophrenic-like behavior. Other research has suggested such terms as "process" for true schizophrenia and "reactive" for schizophrenic-like breakdowns.

Although most of the life histories of schizophrenics are marked by inadequacy, failure, and withdrawal, there is an ever-present minority of individuals who are apparently successful in school and in later life —up to a point. Lichtenberg (*19*) points out the following:

> This type of patient suggests revisions in the usual prognostic criteria . . . In general, one is pleased to hear that a new patient had a fine academic record and was president of his class, and that he had a number of hobbies and was a good athlete. There is a tendency to feel, "Ah, this person has intelligence, is personable and capable, and has been able to make use of these assets." One may contrast this patient with another, possibly of the same age, who has been shy, withdrawn, eccentric, too dreamy to pass in school, and apparently more preoccupied with what is going on inside of him than what is taking place in the world around him. Then later one learns with dismay that the bright, talented, apparently capable patient has an illness every bit as incapacitating as does the more obviously withdrawn schizoid patient. (*19*, p. 370)

How, then, does one differentiate these successful and bright preschizophrenics from other bright successful students? Preschizophrenics who are successful in school and manage to get good grades usually have a driven, hollow quality to their behavior and in their relationships. The quality of their success in school or with their peers is superficial and empty, or is the result of using every erg of energy the individual can master. For example, in the case cited under Category III on page 33, the student was preoccupied with school success and repeatedly asked the counselors about his standard of work. It is significant that the school counselors discouraged him from going on to college because, they said, he had little reserve to fall back on. One of his counselors emphasized this aspect strongly.

Withdrawal as a psychological phenomenon can also take on the quality of intense hard work and study. A frenzy of activity can be as effective a withdrawal for some adolescents as a lack of activity for others. For some of these adolescents, the school may provide more fertile ground for psychological withdrawal through work and activities. Sooner or later, in school or beyond, a small failure will be the precipitating factor in cracking these individuals' defenses. This may provide a valuable diagnostic sign in the apparently more successful, withdrawn student. Lichtenberg concluded his study of schizophrenics who made good school records with the following advice:

> Before a favorable prognostic value is given a history of achievement prior to the onset of a psychotic break, I recommend that the positive quality of the achievement be established—a self-assertive drive rather than a rigid pattern—and that the capacity of the patient to tolerate failure be examined. (*19*, p. 371.)

The patients in the present study all had sufficient personality strength to attend high school, in some cases to graduate, and in all cases to pass psychiatric screening for service in the armed forces. Although there are indications of some slippage in the mental health of the preschizophrenic students during their school years, nevertheless they must be considered as a somewhat selective group whose personalities were perhaps better integrated than those individuals whose symptoms are manifest earlier in life. They were also able to function through the adolescent period and through part or all of the high school curriculum.

The present study demonstrated that the individuals in the preschizophrenic group were significantly less interested in the environment and in persons than the individuals in the control group. There is also little doubt that the preschizophrenic group had less *joie de vivre* than their peers. Nevertheless, one cannot disregard the fact that, of the 44 preschizophrenic students, only 4 could be classified as pathologically shy (Appendix B, Table 2, Category V) and only 13 could be said to have unusual personality traits (Appendix B, Table 2, Categories I and V). In addition, 3 were perceived as persons with excellent personalities and leaders in school activities, and 9 were perceived as well-adjusted students without any major negative personality traits or "shut-in," withdrawing behavior. However, on 16 of the 20 items rated, the difference between the schools' perception of the preschizophrenic and their perception of the control was significant. Answers to the question, "Do you like girls?" which is often regarded by patients in psychiatric screening as a humorous one, turned out to be extremely significant since this item was one on which major differences between the preschizophrenic group and the controls were evident. Most interesting are the large differences in ratings on the items *overall school adjustment* and *mental health.* The latter item, as indicated earlier, was rated last to avoid any focus on this aspect of the comparison. Yet by asking school faculty to rate the mental health of preschizophrenic children and their peers, one achieves the highest statistical difference between the two groups. Only 3 of the 44 in the preschizophrenic group were rated above average in mental health as compared to 23 of the 44 controls. One can state with some validity, therefore, that the perception of a child's mental health as average or above by school faculty personnel has good predictive value in assessing a child's future mental health. In their study, O'Neal and Robins found the following:

> The control group, picked purely on the basis of having no striking difficulties at school, presented no cases of sociopathic personality or schizophrenia . . . . . The simple criteria used to choose the control subjects—no excessive absences, no full grade repeated, no disciplinary action recorded, and an IQ of 80 or better—have yielded a strikingly healthy group. (*24*, p. 968)

Teachers and counselors seem to be able to predict in a majority of cases those children who will *not* have personality problems as adults. This is in accordance with Beck's experiences in his studies of schizophrenia. He reports the following:

> Reports by school teachers have proved valuable. Many of them are apparently sophisticated regarding significant behavior. This includes such as is overtly anti-social, and also the deceptively quiet, but actually asocial and withdrawing. The teacher is in a most advantageous position to make these observations. She sees her children in their most active waking hours and in situations which reproduce the competitions, the social gellings (cliques), the prestige-strivings, and the stimulus avoidances that will be the patterns in their adult lives. She can be objective in ways that members of the family cannot. (*3*, p. 173)

The crux of the problem for the teacher as well as for the clinician was well stated by Bleuler: "What is a peculiarity of character and what is a schizophrenic symptom?" (*7*, p. 256) Are developing schizophrenias sufficiently visible—as patterns of development or adjustment—to professionally trained observers such as teachers? Is the type of schizophrenia visible early in a child's life qualitatively different from the type occurring later in life? Is there a certain age at which schizophrenic personality patterns can be said to be established or most visible? Some investigators (*2,4*) agree that schizophrenia is a permanent character disorder but that its behavioral course and developmental pattern may vary markedly. Beck indicates that a relatively unchanged pattern is likely to be discerned in or near the adolescent years. (*3*, p. 144)

In the present study the preschizophrenic group was significantly different from the controls with respect to over-all school adjustment and mental health. *Separation* of a group that includes many children destined to be hospitalized for mental illness from a group that includes few so destined is possible on the basis of the results of this study. However, more specific differentiation among the shy, withdrawn group will need to be made by obtaining more detailed information about the boy's dependency relationships with his mother, his realistic or unrealistic appraisal of his parents, his reaction to puberty, and his self-concept. In addition, the school needs an answer to the question: once identified, what then? Many preschizophrenics are able to function adequately in present school programs. If a preschizophrenic group could be adequately screened and identified, what intervention might a school make to turn the course of development toward more healthy adjustment? Can such intervention be undertaken in an educational setting with a group of boys whose outstanding characteristics are withdrawal and avoidance of relationships?

Nevertheless, if any program of prevention or early detection of prepsychotic personality is to be accomplished, the school stands in an extremely strategic position to accomplish this feat. Like it or not, the public school is predicting with some success the future mental health status of students and does have information pertinent to the identification of children who are vulnerable to severe personality disorganization. Next steps might well be to sharpen identification procedures and get on with research regarding what might be done, if anything, to help the group with incipient emotional illnesses.

In this study significant differences were found between a group of high school students who later became schizophrenic and a randomly selected control group of their peers. Sufficient relevant data on the students were obtained from school staffs and school records to assess adequately the predisposition of the preschizophrenic group.

The boys developing schizophrenia tended to have less interest in girls, group activities, and athletics than their peers. They showed less leadership skills and were more submissive, anxious, dependent, and careless than the average boy. Although they were less well liked by their peers and teachers and did less well in school than nonschizophrenic youth, they were not usually perceived as having major problems or as being emotionally disturbed. However, in almost all cases their over-all mental health and school adjustment were rated significantly poorer than the over-all mental health and school adjustment of the control group.

Adolescents who later became schizophrenic exhibited mild to serious impairments in interpersonal relationships with peers and members of the school staff. Such impairment most often took the form of withdrawal and nonparticipation in school work and activities. However, aggressive or acting-out behavior was found in a significant number of preschizophrenic youth. It is difficult to ascertain whether or not the problems of introversion or withdrawal are more numerous in a preschizophrenic population than in the population at large. The findings do suggest, however, that the more intense the withdrawal, the greater the likelihood of developing schizophrenia. Nevertheless, a large number of individuals who are judged to have problems characterized as withdrawn or "shut in" never develop any degree of mental illness. Although it is possible to demonstrate many differences between schizophrenics and their classmates as groups, effective prediction in any one case will require more extensive research than was possible in this study.

CHAPTER VII

IMPLICATIONS

Schizophrenia, in a broad sense, is an illness in which the symbols of communication and human relationships take on private and highly individualistic meanings. This illness often results in severe perceptual distortion of stimuli; gestures and words take on meanings that are highly idiosyncratic to each schizophrenic.

The relationship between the acquisition of symbols and the emotional context in which these symbols are learned is to a great extent taught in families and in schools. Each person derives his "reality of the world" from the objects, sensations, and persons he experiences. How he perceives these environmental factors is a function of his biological inheritance, including his nervous system and his environmental experiences. Man's primary mode of expression is language—words, gestures, and codes such as mathematics; these become in themselves realities by which each human being defines himself and his world.

As soon as the human infant learns to speak any language at all, he already has a "hardening of the categories." However, as LaBarre notes, "As man's symbolic systems more and more protectively house him, more and more he is indoors talking to himself—more and more the oyster spinning his pearl comfortably within a protective shell." (*17*, p. 207) When a man becomes schizophrenic, he does not go out of his mind; he literally goes into it.

Societies contain vast complexities of symbols and meanings that are transmitted from parent to child and from generation to generation. It is in the learning of symbols and their associated emotions that the formal and informal education of man takes place. "Indeed, without language it is safe to say man would never have become fully human. But, now that he has language, will he ever be able to know reality?" (*17*, p. 207)

Schizophrenia represents man's most severe mental illness. Obviously such illness develops over a considerable period of time. However, signs that it is developing are not necessarily visible from the beginning nor are they necessarily visible in the various stages of its development. Educators have long been aware of the impact of emotional factors upon learning and behavior. Learning the kinds of things that affect a person's behavior and character must entail emotional learnings as well as intellectual ones. Public education has the responsibility of relating symbols to the emotional, affective aspects of an individual so that what is learned intellectually is embedded in a healthy personality. Education, therefore, is concerned not only with the communication of meaning but also with the emotional context in which meaning is acquired. Lidz points out the following:

> Meanings are not inborn, nor is man endowed with an innate system of logic. The brain permits thinking, but it does not guarantee its rationality. . . . Meanings develop through communication with others and from sorting out life's experiences, but perceptions and meaning alter in the service of emotional needs, as well as in the service of learning a utilitarian adaptation to the environment. . . . When the path into the future is barred, and even regression is blocked . . . there is still a way. One can simply alter his perception of his own needs and motivations . . . abandon causal logic, change the meaning of events. . . . In short, he can become schizophrenic. . . . Indeed, this path is so clearly open to man that . . . if investigators did not know of a syndrome such as schizophrenia, they would have to search for it, as an anticipated anomaly of the developmental processes. (*20*, pp. 23, 24)

Teachers and administrators usually have more contact with the preschizophrenic student than other adults in the community. Since schizophrenia is an illness which seems to have its beginnings in early childhood and one which perhaps can be modified by social means, preschizophrenic individuals might be helped more effectively and with less cost to society if they could be identified early. This study has attempted to find out how such preschizophrenic students might best be identified. The need for early identification and assistance is part of the reason for the development in the State of California of out-patient clinics and for increasing emphasis on environmental community-centered services rather than on large mental hospitals. If ways can be found to prevent or reduce the incidence or severity of emotional disturbances, such action might prove highly economical in terms of both human and financial costs.

In current psychiatric thought, there is a tendency to believe that there is no qualitative difference between a schizophrenic and a so-called "normal," and that the differences are quantitative. If the stress if sufficiently great on any person, one can expect him to break down and manifest symptoms of schizophrenia. The way each person would break down would be consistent with his environmental and developmental history. For example, during World War II, when an infantry rifleman experienced continuing stress, it became apparent that the longer he was kept at the front line, the greater were his chances of breaking down. In almost each case, a median number of days could be calculated above which an infantryman would have to be pulled off the line because his chances of breaking down became too great. It was postulated that if infantrymen were kept on the line for a specific number of days past the median, practically all of them would finally break down in a schizophrenic-like manner.

Continuous stress over a long period of time seems to cause a mental breakdown in almost any human being. However, what is a stressful situation for one may not be for another. A job in which one person is constantly under pressure may be quite appetizing for another. Stress can be caused by many factors but can be understood only in relation to the frame of reference of each individual.

Stress is related to the meaning of the symbols persons use to describe their world. As Bertalanffy notes, it is not biological stress, but stress at the symbolic level that leads to increase in mental disorders. He offers the following information:

> It has repeatedly been noted that World War II, a period almost unparalleled in physiological hardship . . . . as well as psychological stress . . . . did not bring about an increase either in neuroses . . . . or in psychoses . . . Conversely, in the United States today—with an economic opulence never reached in the past, and, as far as material comfort is concerned, a period when "the greatest happiness of the greatest number" has been realized in an unprecedented way—there has been an exasperating increase in mental illness. In other words . . . . it appears that conditions of biological stress, where animal survival is at stake, are not necessarily psychopathogenetic; whereas, conditions involving symbolic values or "quasi needs" (such as status, position, property, comfort, and the like) may be. (*5*, pp. 45, 46)

Absence of stimulation may also be considered as a situation conducive to stress. It has been demonstrated that sensory deprivation in an isolation chamber leads to a psychotic-like state. As Bertalanffy observes, "Meaninglessness and emptiness of life, rather than Freudian frustration of biological needs, have become foremost psychopathological factors." (*5*, p. 46)

No two persons become schizophrenic in the same way; in fact, there are no two schizophrenics who show the same behavior characteristics. Every person breaks down in a manner that is unique. The hallucinations of a person with schizophrenia are characteristic of that person's past history; the hallucinations of another individual have meaning only in terms of that individual's past history.

Constant pressure exerted on some children in school can produce internal stress that may add to already stressful home conditions. In some families the stress can be caused by a lack of concern or interest in the child's progress; in others, by an overconcern and anxiety. If a school is a smoothly functioning and perceptive agency, it can produce measurable wholesome changes in the emotional health of its students and teachers; it is also possible for schools to damage children's personalities or to reinforce damage that is already there by not recognizing emotional problems that need attention. Thus schools can play either positive or negative roles in the development of children.

Schizophrenic processes may be looked upon as exaggerations of emotional disturbances that occur to some extent in practically all pupils at given times in their school existence. Therefore, the promotion of good mental health for emotionally disturbed pupils, including preschizophrenics, should apply also to those who perhaps may never become seriously ill but may be bothered by mild or moderate emotional problems. Emotional disturbance is one of the most serious deterrents to learning. There are large numbers of children who are handicapped in their learning by emotional factors. A school cannot look away from this problem; indeed, it would be a kind of social schizophrenia to do so.

Even though the school may be the institution that must face the full brunt of educating emotionally handicapped children and youth, it should not regard itself as the sole institution in the community responsible for helping them. The school must do what is possible to educate children with emotional problems; but it is also necessary for the school to make the community aware of the existence of such problems and the importance of seeking solutions to them. The school needs to align itself with other agencies in the community in such a way that all services promote the mental health of the children and their families.

In practically all situations of severe emotional disturbance in school-age children, the schoolteacher is usually the first or second person to note it. In some cases the child may be flagrantly upset and manifest his agitation at home, but it is not until he gets to school that his condition is perceived by the teacher and that the teacher perhaps advises the psychologist or the principal accordingly. What happens then in relation to the role of the school with the child and his family is best understood as the concept of "family homeostasis" or balance. In part, this means that when there is an emotionally disturbed child in a family, the parents may in some way be using the child, often unconsciously to "buy" their own emotional well-being. Often, therefore, to recognize an emotional disturbance in a child may be quite upsetting to the parents. For example, a school referred an eleven-year-old boy to a guidance clinic. After examination and case study, it was found that the boy was a preschizophrenic child and should be given psychiatric treatment immediately. The mother, however, became very upset and threatened retaliation against the clinic, the school, and anyone who had anything to do with the referral. She brought pressure to bear on civic leaders who supported the clinic financially and on the school board. However, on closer study, this action was found to be a sincere attempt by the mother to hold on to her own emotional well-being. After consultation with the other community agencies and further consultation with the mother, it was found that her resistance was the result of having to face the fact that her son was seriously ill. In some cases the family balance or homeostasis is such that one member of a family can maintain his health only at the expense of another, a weaker member of the family. When treatment is sought and applied to the weaker member, the balanced relationship is upset, and this imbalance causes anxiety and disturbance in other members of the family.

With the foregoing example in mind, one can see how difficult it may be for some parents to accept the fact that their child is emotionally upset. However, when the school is able to communicate the child's condition forthrightly to the parents and to offer them its assistance, the relationship between school and parents may develop much more smoothly than in the case presented. The school is responsible for communicating to parents what it knows about their children in an effort to help the child and his family. When behavioral or learning problems have become obvious, the school cannot evade or avoid its responsibility for advising the parents of these problems.

Frequently a school may harbor the opinion that even if the facts were communicated to the parents, the community could do little to assist the family; therefore, "why bother?" Certainly the school cannot assume responsibility for a lack of psychiatric or family services, but it can call the attention of the community to the presence of large groups of emotionally disturbed children in school. A school system should not attempt to disguise or deny the problems or attempt to solve the problems of emotionally disturbed children and their families without major assistance from other agencies in the community. Many emotionally disturbed children can be helped by individual counseling, adjusted educational programs, parent conferences, and work experience education programs; some, however, seem unable to relate in any positive way to the school. School systems need to state this problem clearly to the community and help plan community services for such children instead of allowing them to continue in a school program that provides little or no help to the child.

In some educational programs, the importance of helping children with emotional problems is low on the totem pole of values. Schools vitally need the services of professional persons who have sufficient knowledge about the motivations of children to help teachers and counselors better understand the meaning of behavior.

The period of adolescence is an unusually difficult time to provide help. As a rule, an adolescent resists intensive relationships with adults because he is seeking independence from them and from feelings of dependency he experienced as a child toward his parents. Generally, therefore, it is difficult for the disturbed adolescent to express his feelings to an adult especially when he is aware that the adult is trying to be helpful. Adolescents who seek help from adults are in some ways like freezing porcupines who try to bundle together for warmth but are repelled by each other's quills. Therefore youth often turns to its peer group for guidance and assistance with problems of daily living.

The adolescent is also a person who is in a state of flux emotionally; he may feel a certain way one minute and entirely different the next. Therefore it is often difficult to evaluate his emotional status. Such an evaluation can be done, but it cannot usually be accomplished in a five-minute interview. One needs to evaluate patterns of behavior on a long-term basis to assess an adolescent personality. However, on the basis of this study and other similar studies, the long-term attitudes of adolescents that suggest some type of emotional difficulty are related to the boy's relationship to and feelings about the opposite sex, his over-all school adjustment, and his over-all mental health as estimated by the administrators, teachers, and counselors who know him best.

Relationship to peers is another significant kind of information. One cannot, however, equate popularity in school with sound peer relationships. For example, a school history may show a schizophrenic to have been the class president and a member of practically all the clubs in school. But when one looks more deeply into this particular adolescent's behavior, one finds that his social relationships as class president and club member were examples of participation "from a distance." The preschizophrenic adolescent seldom becomes emotionally involved in any group and seldom establishes a warm, close relationship with anyone. One method that is helpful in identifying this type of development is to ascertain whether the student had any really good friends. It is not how many friends the boy has but the quality of his relationships which is of most significance. It is not how many girls he knows but rather the quality of his relationships with girls that is important.

In many cases families with emotionally disturbed children are more mobile than the average family. Often the identification of emotionally disturbed children and attempts on the part of a school district to do something to help them make the families of such children more mobile than they would be otherwise. These families tend to move to school districts that "leave their problems be" or at least do not press matters. In such cases, there needs to be much better communication between school districts concerning children with severe learning or behavior problems.

Schools also may experience difficulty in differentiating the shy boy who is normal from the shy boy who is preschizophrenic. Making such a distinction is not an easy task, for many relevant factors must be uncovered and utilized. The fact that a shy boy is able to maintain fairly good relationships with other persons should be regarded as evidence of some emotional health. In contrast, a boy who is not only shy but also appears to have no friends at all and who manifests a complete state of withdrawal, both at school and at home, might give one cause of alarm. In some instances the differentiation might be impossible to make; but the greater the number of known factors that can be brought into the picture, the easier the differentiation may become. Other children in the classroom are frequently very good indicators of the degree to which a particular child is emotionally disturbed. They have a nose for sniffing out something puzzling in a child's behavior, and this "trouble-spotting" may provide valuable and reliable clues.

The role of the school as an institution able to affect children's behavior is often underrated. Each school needs to pay attention to the social forces within its boundaries and the forces impinging upon it from the community which it serves. One of the main factors in the esprit de corps and mental health of a school is the feelings teachers have about their jobs and responsibilities. Often they do not perceive themselves as professionals or as persons who should play a major role in the accurate assessment of an emotionally disturbed child. However, they can play a vital role as an adult who is the source of a great amount of emotional support to badly upset children. A teacher cannot be expected to give a child psychiatric treatment, but he can be expected to know something about emotional disturbances in children. His knowledge and understanding of emotional disturbances may help him to provide a healthy learning climate in his classroom. It will also help him be a competent professional person in his relationship to other teachers, to administrators, and to parents.

Information concerning emotional problems of children is often presented to teachers in a superficial and unorganized sequence of courses in teacher education. The more teachers know about the emotional factors in learning, the more realistically and effectively they can react to situations that arise in their classrooms. When a pupil is taught arithmetic skills, he not only learns how to add but also learns how to feel about learning and about teachers. One pupil may learn because he likes the teacher, another because the teacher doesn't "shove it down his throat"; the severely disturbed child may not be taught anything at a given time, but may learn that the teacher is not to be feared. Perhaps only when he has learned that teachers can be understanding can a child begin to learn something else. For, in the final analysis, it is the context in which cognitive learning takes place that really teaches children how the world feels about them and how they should feel about it.

2

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Appendix A

The Interview Rating Scale reproduced here was developed by the staff of the Veterans Administration Hospital, Palo Alto, and the State Department of Education and was used during the research interviews held with the school staffs. The use of this form is explained in Chapter IV.

INTERVIEW RATING SCALE

SUBJECT No.________

1. *Degree to Which Liked by Others*

   1 2 3 4 5

   1. Tends to irritate—disliked by most people who come in contact with him.
   2. In general, not too well liked by others.
   3. Liked as well as most.
   4. Tends to be liked somewhat more than most.
   5. Liked by almost all who know him.

   Comments:

2. *Conforming to Rules and Regulations*

   1 2 3 4 5

   1. Markedly resistive to all rules and regulations. Strong measures often needed to get him to comply. Rebellious and negativistic.
   2. Tends to be somewhat nonconforming and resistive to routine and regulations.
   3. Conforms readily as most.
   4. Conforms more readily than most to what is asked or expected.
   5. Over conforming. Complies without question in almost all situations.

   Comments:

3. *Appearance*

   1 2 3 4 5

   1. Very sloppy with little or no apparent interest in how he looks.
   2. Tends to be on the sloppy and rather untidy side.
   3. About average in neatness of dress.
   4. Somewhat neater and well groomed than most.
   5. Extremely careful about appearance and dress.

   Comments:

4. *Interest in Environment*

   1 2 3 4 5

   1. Shows no indication of interest in anything that isn't of direct and immediate concern to him.
   2. Generally only interested in things that have direct bearing on himself but occasionally will show mild interest in outside affairs.
   3. Seems to be as interested as most in things about him that do not necessarily have direct bearing on him. Some interest in current affairs.
   4. More interested than most in current events and happenings. Seems to keep up with things in a variety of situations.
   5. Keen interest in a wide variety of happenings and events.

   Comments:

5. *Leadership*

   1 2 3 4 5

   1. Completely lacking ability for leadership or influence on others.
   2. Somewhat lacking in ability for leadership.
   3. About average in ability for leadership. Not particularly outstanding or lacking in leadership ability.
   4. Tends to be fairly influential with some leadership ability.
   5. Tends to be leader in almost all activities he participates in. Opinions sought and respected. Can readily influence and direct group.

   Comments:

6. *Participation in Group Activities*

1 2 3 4 5

1. Refuses or avoids participation as much as possible.
2. On occasion shows mild interest and some participation although generally not interested.
3. About as active as most. May have a few he likes well, but others he does not care for.
4. More active than average with few exceptions. Participates in and seems to enjoy a number of group activities.
5. Very eager to participate. Almost never misses an opportunity to take part in a wide variety of group activities.

Comments:

7. *Participation in Athletics*

1 2 3 4 5

1. None—no interest or participation.
2. Little activity. Occasionally participates though less than most.
3. Average.
4. More active in athletics than most.
5. To maximum—avid interest and participation whenever has opportunity.

Comments:

8. *Interest in Opposite Sex*

1 2 3 4 5

1. Shows little indication of interest in opposite sex. Seems to dislike or avoid.
2. Only mildly interested.
3. About as interested as most. (Dating for H.S.)
4. Shows more interest than most.
5. Quite interested, almost to point of preoccupation.

Comments:

9. *Overt Expression of Hostility*

1 2 3 4 5

1. Frequently can be exceedingly hostile and threatening. May express in violent fashion.
2. Expresses ill feelings and hostility more readily than most.
3. About average in expressions of hostility.
4. Will express some hostility either very mildly or very infrequently. Less expression of hostility than most.
5. Never expresses any hostility.

Comments:

10. *Submissive—Aggressive*

1 2 3 4 5

1. Exceedingly submissive. Conforms to others' demands without question.
2. Tends to be fairly submissive but will stand up for rights if pushed too far.
3. Neither particularly aggressive or submissive.
4. Tends to be on aggressive side but not overly so.
5. Very aggressive in almost all situations.

Comments:

11. *Apathetic—Energetic*

1 2 3 4 5

1. Exceedingly apathetic. Little or no energy is directed into anything.
2. Rather apathetic. Little energy expended.

3. Neither particularly apathetic or energetic.
4. Tends to be more energetic and active than most.
5. Exceedingly energetic action. Expends great amount of energy outwardly.

Comments:

12. *Cautious—Impulsive*

1 2 3 4 5

1. Exceedingly hesitant and cautious. Never acts without thoroughly thinking things through.
2. Tends to be hesitant and think things through before responding.
3. Not particularly cautious or impulsive.
4. Responds more quickly and spontaneously than most.
5. Responds over-impulsively. Little hesitancy or second thought to his behavior.

Comments:

13. *Manifest Anxiety*

1 2 3 4 5

1. Appears to be exceedingly anxious and upset most of the time.
2. More anxious than most. Tends to be upset often.
3. About an average degree of anxiety. Not particularly anxious or calm and relaxed.
4. Generally appears pretty much at ease with self. Somewhat more calm and relaxed than most.
5. Never or seldom manifest signs of anxiety. Appears calm and relaxed.

Comments:

14. *Depressed—Cheerful*

1 2 3 4 5

1. Almost always depressed and down in the dumps.
2. Tends to be somewhat moody.
3. As cheerful as most.
4. Generally more cheerful than most. May have "low" periods but don't last long.
5. Always cheerful.

Comments:

15. *Complaining—Noncomplaining*

1 2 3 4 5

1. Complains excessively. Almost always complaining about one thing or another.
2. On the complaining side.
3. About average in tendency to complain about things.
4. Complains less than most.
5. Almost never complains about anything.

Comments:

16. *Dependent—Independent*

1 2 3 4 5

1. Exceedingly dependent—requires assistance or asks for help in most things.
2. Tends to need assistance more than most.
3. Not particularly dependent or independent.
4. Will occasionally require or ask for help but generally does things on own more than most.
5. Quite independent. Seldom or never asks or requires any assistance.

Comments:

17. *Irresponsible—Dependable*

1 2 3 4 5

1. Can't be depended upon to do almost any [illegible]thout supervision.
2. Tends to be rather careless and irresponsible. Can't be counted on to carry through with responsibilities.
3. Neither particularly dependable or irresponsible. Dependable or average.
4. Can generally be depended upon. Much more conscientious than most.
5. Exceedingly dependable, conscientious when given responsibilities, can always be counted on to do his job in all situations.

Comments:

18. *Careless—Perfectionistic*

1 2 3 4 5

1. Very careless, sloppy in work. Little or no self-criticalness.
2. Tends to be somewhat careless and uncritical of behavior.
3. Neither particularly critical or uncritical.
4. Usually more critical and careful in behavior than most.
5. A perfectionist in almost all that he does.

Comments:

19. *Over-all School Adjustment*

1 2 3 4 5

1. Poor adjustment. A good deal of difficulty getting along.
2. Only fair adjustment. Somewhat more difficulty than most.
3. About average.
4. Good adjustment. Only a few or insignificant difficulties.
5. Excellent, almost no problems in adjustment. Gets along very well.

Comments:

20. *Mental Health*

1 2 3 4 5

1. Exceedingly poor.
2. Fairly poor.
3. About average.
4. Better than most.
5. Decidedly better than most.

Comments:

Appendix B

The eight tables in this section were compiled upon completion of the field work done in the study. On the basis of the findings, they show comparisons, distributions, rankings, classifications, and ratings.

TABLE 1

Statistical Analysis of Ratings by School Staffs of the Preschizophrenic Group and the Control Group

Item	Comparison as measured by chi square	Possibility of obtaining same difference by chance
1. Degree to which liked by others	12.00	.02
2. Conformity to rules and regulations	3.98	----*
3. Appearance	7.76	----*
4. Interest in environment	16.40	.01
5. Leadership	19.60	.001
6. Participation in group activities	20.26	.001
7. Participation in athletics	16.48	.01
8. Interest in opposite sex	28.60	.001
9. Overt expression of hostility	1.86	----*
10. Submissive—aggressive	9.60	.05
11. Apathetic—energetic	15.72	.01
12. Cautious—impulsive	8.40	.05
13. Manifest anxiety	13.48	.01
14. Depressed—cheerful	10.34	.05
15. Complaining—noncomplaining	7.60	----*
16. Dependent—independent	13.40	.01
17. Irresponsible—dependable	11.08	.02
18. Careless—perfectionistic	14.12	.01
19. Over-all school adjustment	22.40	.001
20. Mental health	32.62	.001

* Not significant.

TABLE 2

Distribution and Comparison of the Kasanin and Veo Preschizophrenic Group, Present Study Preschizophrenic Group, and Present Study Control Group According to Classifications Used in the Kasanin and Veo Study[1]

DISTRIBUTION

Classification	Individuals in Kasanin and Veo preschizophrenic group		Individuals in present study preschizophrenic group		Individuals in present study control group	
	Number	Per cent	Number	Per cent	Number	Per cent
I. Children of unusually striking personality. Children noted by others to be odd, peculiar, queer, and at times crazy. Teachers noted something wrong with child's development.	12	22.2	9	20.5	2	4.5
II. Children with slight personality problems, somewhat different but not markedly so. Shy, dreamy, lacked concentration, temperamental and stubborn. Teachers' opinions mixed.	16	29.6	19	43.2	3	6.8
III. Children who are well liked by some teachers. Appear to be well adjusted, well integrated, moderately popular, sociable with no apparent difficulty in school.	5	9.3	9	20.5	31	70.5
IV. Children with qualities of leadership in athletics or scholarship, "pride of the school," eager for success, perhaps a little too eager at times.	6	11.1	3	6.8	8	18.2
V. Children who were no problem, seldom noticed, seclusive, and quiet. They are often hazily remembered as sensitive, shy, passive, and colorless.	15	27.8	4	9.0	0	0.0
TOTAL	54	100.0	44	100.0	44	100.0

COMPARISON

Groups compared	Comparison as measured by chi square	Possibility of obtaining same difference by chance
Kasanin and Veo preschizophrenic group Present study preschizophrenic group	9.4	.05
Present study preschizophrenic group Present study control group	23.6	.001

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[1] Jacob S. Kasanin and Louise Veo, "A Study of the School Adjustment of Children Who Later in Life Became Psychotic," American Journal of Orthopsychiatry, II (July, 1932), 212-27.

TABLE 3

Comparison of the Preschizophrenic Group and the Control Group on Selected Items in Their School Records

Item	Major difference of preschizophrenic group from control group	Statistical test[1]	Possibility of obtaining same difference by chance
1. Graduation	Fewer graduated	$X^2 = 9.2$	.01
2. Course of study followed (college preparatory or general)	Enrolled in general course of study	$X^2 = 6.6$	.01
3. Best subjects	Did best in foreign languages; did poorest in physical education and mathematics	$X^2 = 28.5$	.001
4. Subjects failed	English, social studies, and mathematics	$X^2 = 20.6$	.02
5. Over-all grade pattern	Declining	$X^2 = 10.2$	.02
6. Grade-point average	One grade point below	CR = 3.67	.001
7. Attendance	Poorer	$X^2 = 6.2$	.02
8. Extracurricular activities	Less interest in sports and dramatics	$X^2 = 16.8$	.05
9. IQ score	Preschizophrenic group: M = 99.3	CR = 2.1	.05
	Control group: M = 106.3		

[1] X^2 = Chi Square; CR = Critical Ratio.

TABLE 4

Rankings by Judge No. 1 of Four Groups of 22 Protocols Each From *Least Likely* to *Most Likely* to Be Hospitalized as a Schizophrenic[1]

RANKING		Group A	Group B	Group C	Group D
Least likely to be hospitalized	1	10	20	8	3
↓	2	**17**	17	6	22
	3	18	11	17	10
	4	20	3	7	20
	5	14	5	11	16
	6	7	**21**	18	7
	7	**13**	18	10	2
	8	15	**10**	2	1
	9	1	9	**1**	**17**
	10	19	7	**9**	**8**
	11	5	**8**	**13**	21
	12	3	6	**12**	**6**
	13	**22**	**19**	5	19
	14	**2**	22	**4**	11
	15	**9**	**13**	**15**	**9**
	16	**8**	**1**	**19**	**14**
	17	**6**	4	20	**12**
	18	**12**	**2**	**3**	**18**
	19	**16**	**14**	**21**	**5**
	20	**4**	**16**	**22**	**4**
	21	21	**12**	**16**	**15**
Most likely to be hospitalized	22	**11**	**15**	14	**13**

[1] Each column, A, B, C, and D, contains random code numbers for 11 patients and 11 members of the control group. Numbers in boldface type represent patients; numbers in roman type, members of the control group.

TABLE 5

Rankings by Judge No. 2 of Four Groups of 22 Protocols Each From *Least Likely* to *Most Likely* to Be Hospitalized as a Schizophrenic [1]

RANKING		Group A	Group B	Group C	Group D
Least likely to be hospitalized	1	1	5	17	16
	2	5	17	8	10
	3	10	20	10	20
	4	14	11	6	21
	5	18	**8**	18	3
	6	**22**	7	11	1
	7	7	3	**22**	22
	8	15	9	7	19
	9	**13**	**10**	2	**17**
	10	**17**	**12**	**13**	**6**
	11	20	6	**9**	7
	12	19	22	**1**	11
	13	**2**	**13**	**21**	**8**
	14	**9**	4	**3**	**14**
	15	**12**	**2**	**12**	**4**
	16	**16**	**21**	**4**	**12**
	17	**11**	**19**	5	**15**
	18	**6**	**14**	**15**	2
	19	**8**	**16**	20	**9**
	20	3	**1**	**19**	**5**
↓	21	4	**15**	**16**	**18**
Most likely to be hospitalized	22	21	18	14	**13**

[1] Each column, A, B, C, and D, contains random code numbers for 11 patients and 11 members of the control group. Numbers in boldface type represent patients; numbers in roman type, members of the control group.

TABLE 6

Rankings by Judge No. 3 of Four Groups of 22 Protocols Each From *Least Likely* to *Most Likely* to Be Hospitalized as a Schizophrenic [1]

RANKING		Group A	Group B	Group C	Group D
Least likely to be hospitalized	1	10	11	8	22
	2	18	17	**9**	1
	3	**17**	20	17	3
	4	**7**	5	11	11
	5	14	3	7	20
	6	5	**8**	10	16
	7	20	6	2	21
	8	1	9	**1**	**6**
	9	**8**	18	**21**	**17**
	10	**13**	**10**	18	2
	11	15	**2**	5	10
	12	**2**	**19**	**13**	7
	13	19	4	6	**8**
	14	**22**	22	**4**	19
	15	**9**	**21**	**12**	**4**
	16	**6**	7	**15**	**12**
	17	**12**	**12**	**19**	**18**
	18	**16**	**13**	20	**9**
	19	3	**16**	**22**	**14**
	20	4	**15**	**3**	**5**
↓	21	**11**	14	**16**	**15**
Most likely to be hospitalized	22	21	**1**	14	**13**

[1] Each column, A, B, C, and D, contains random code numbers for 11 patients and 11 members of the control group. Numbers in boldface type represent patients; numbers in roman type, members of the control group.

TABLE 7

Classification by Judges, on the Basis of Faculty Ratings and School Records, of the Emotional Problems of Individuals in the Control Group and of Patients at the Time They Were in High School

Problem	Individuals in control group	Patients	Chi square
Acting out	2	9	5.09*
Withdrawal	5	21	13.94**
Problem other than acting out or withdrawal	8	9	----
No marked emotional problems	29	5	14.60**
TOTAL NUMBER	44	44	

* Difference significant at the .05 level.
** Difference significant at the .001 level.

TABLE 8

Ratings by Judges of the Mental Health of Control Students and Preschizophrenic Students on the Basis of Faculty Ratings and School Records

		Ratings by judges				
Judges	Students	Good	Average	Poor	Very Poor	Chi square
Judge A	Control	8	21	11	4	21.37*
	Preschizophrenic	4	5	17	18	
Judge B	Control	16	19	7	2	31.10*
	Preschizophrenic	1	9	24	10	
Judge C	Control	24	16	2	2	31.85*
	Preschizophrenic	4	13	18	9	

* Difference significant at the .001 level.

Appendix C

Summaries of information obtained through the use of the Interview Rating Scale (reproduced in Appendix A) are presented here—one for each of the 88 individuals included in the study. The summaries are in numerical sequence according to the case numbers assigned. Those individuals whose case numbers contain the prefix X were hospitalized with a diagnosis of schizophrenia.

Grade-point averages were calculated on the following basis: A = 4; B = 3; C = 2; D,F = 1. In all instances the averages of grades obtained from the schools were computed on this basis.

CASE 01

Graduated Yes **Course Followed** General **Grade-point Average** 1.9

Best Subjects Shop and Crafts

Poorest Subjects English

Group Intelligence Test Score 93 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 4 [✓ 5]	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 4 [✓ 5]	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 4 [✓ 5]
Complaining—Noncomplaining	1 2 3 4 [✓ 5]	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 4 [✓ 5]	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 4 [✓ 5]	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

A pleasant boy—the "scrubbed," clean-looking type. Seldom down in the mouth and never hostile or complaining. He was not a large boy in physical size. He gave his all. The students gave him the nickname of "Goal Line." He got along well with his fellow students.

His academic ability was not too high. He worked hard in a slow, plodding way. It was somewhat of a struggle for him to finish school. A co-operative boy and a hard worker. He always wanted to improve. We think he would be a success in his post-school life. We especially remember him as one of our excellent football players.

CASE X-02

Graduated Yes **Course Followed** General **Grade point Average** 1.9

Best Subjects -

Poorest Subjects Typing, English

Group Intelligence Test Score 87 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 3 4 [✓ 5]	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

"Average" type, slightly dissatisfied with school, but in general he was a good boy. He was not the type to remember as being outstanding in anything. He was one of our big strong boys physically but was only an average football player. He was somewhat of a happy-go-lucky type and at times did not seem to be exceptionally serious minded. However, he never got into trouble where he had to be sent to the principal's office for disciplinary purposes.

In his junior year he "palled" around with a "semidelinquent character" who left school before the end of the year. After that he began to run around with some of the good boys in the school. He did not hold any student body offices and exhibited little leadership. Neither was he interested in girls as much as most of the other boys.

He appeared to be less confident than most people. At times, for lack of confidence in himself, he was almost shy. His temperament could be described as moody. Sometimes he gave the impression that he was seeking someone to whom he could talk.

Once while playing softball on the school grounds, he accidentally bumped into another player and two of his teeth were broken. This worried him a great deal until the tooth damage was repaired. One night while driving a car home from a football game, he played "tag" with his car and the school bus. It is difficult to understand why he ever did such a thing. The spring semester of his junior year was his best period in school. In his senior year he did not do as well as we expected.

The night of his graduation he became "ill" and was unable to attend the commencement services. It seemed to be a case of nerves more than anything else. It also came at a time when he had been getting a little out of hand and had been running around with some kids who were borderline delinquents. We never understood what was wrong with him that night. He just seemed to have been lying in bed and staring at the ceiling.

CASE 03

Graduated Yes **Course Followed** Average Prep **Grade-point Average** 2.2

Best Subjects –

Poorest Subjects Foreign Language

Group Intelligence Test Score 115 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 2 [✓ 3] 4 5
Participation in Athletics 1 2 3 [✓ 4] 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 2 3 [✓ 4] 5
Participation in Group Activities 1 2 3 [✓ 4] 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

Extrovert—conceited. Overly proud of his athletic ability. However, he was fairly popular with his fellow students. Had knack of losing temper, especially during a game. Big, tall, lazy and overbearing. Personality—slightly overbearing.

Selfish, self-centered, had to be the best. Father and mother felt boy could do no wrong. Egotistical—never played well under pressure in athletic games. Never will set the world on fire.

CASE X-04

Graduated Yes **Course Followed** College Prep **Grade-point Average** 2.7

Best Subjects Mathematics and Woodshop

Poorest Subjects -

Group Intelligence Test Score 108 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 [✓ 2] 3 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	[✓ 1] 2 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	[✓ 1] 2 3 4 5
Complaining—Noncomplaining	1 2 3 4 [✓ 5]	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

In comparison with his twin, he was sullen, quiet, and never showed emotion. He was a sad boy who walked in the shadow of his twin brother. The brother was a basketball and baseball star.

We should be able to tell you more, but actually no one got to know him well. He was a boy who didn't do anything unusual. The twin brother possessed the better personality and the boy "leaned" on him.

When in tight situations in ball games, the boy withdrew. We think he will have a rough time. In school he walked around like he had a 100-pound weight on his shoulders. By the time he was a junior, he acted as though he were carrying 300 pounds.

He never displayed any emotion—just walked around as though he were inside a shell. He took everything that came his way without complaining. Had few if any friends and never acted as though he knew that girls existed. He probably never spoke ten words during his high school career without someone "pulling" the words from him.

CASE 05

Graduated Yes **Course Followed** Academic **Grade-point Average** 2.1

Best Subjects Social Studies, Physical Education

Poorest Subjects Mathematics and English

Group Intelligence Test Score 118 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	[✓ 1] 2 3 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 [✓ 2] 3 4 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

A quiet youngster. Although slightly mischievous and immature, he was not a serious behavioral problem. At times he was a little on the aggressive side. An excellent basketball player. Most people liked him. He was almost vulgarly healthy. Despite his regular attendance at school, he was irregular in getting to school on time in the mornings. He didn't appear to be very interested in the school environment and sometimes displayed a diffident attitude about things in general.

CASE X-06

Graduated Yes **Course Followed** Academic **Grade-point Average** 1.4

Best Subjects Social Studies, Science, Commercial, Shop, English

Poorest Subjects -

Group Intelligence Test Score 115 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	[✓ 1] 2 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	[✓ 1] 2 3 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	[✓ 1] 2 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 3 4 [✓ 5]
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 4 [✓ 5]
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	[✓ 1] 2 3 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	[✓ 1] 2 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

Harmless; lack of effort; no major aggressions; seldom smiled. Absent quite a bit through illness, but otherwise regular. Surprisingly little discipline trouble. A nonacademic-minded boy. He should have made better grades in school.

Funny mind; difficult in all group situations. Had many lovable qualities. Would interrupt at any time if he felt like it. Whatever happened with him was so out of *the ordinary.* It was felt that he couldn't be controlled and that he himself had little control over his actions. Had an eye operation; one muscle *fixed.*

Possessed a warm sense of comedy especially while performing in school plays. He would do some good things, but at times he got under your skin. He never did what was expected of him and sometimes this was quite maddening. He had odd insights and odd sympathies. Split-second decision-making was a usual pattern for him. Reasonably affable with his fellow students but never had a girl friend during his high school days.

CASE 07

Graduated Yes Course Followed General Grade-point Average 2.0

Best Subjects Woodcrafts

Poorest Subjects English

Group Intelligence Test Score 104 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

Left school one week early at end of junior year to work. Re-entered one week late in fall term of senior year. Always an attendance problem. Somewhat shy. In constant state of lethargy except to visit his pals. His mother came to see his teachers about this; wanted boy to do better.

In junior year, he had many typical "cover-up" excuses from mother for a wide variety of tardiness and absences.

In senior year, he exhibited the same pattern of "cover-up" excuses—such as cousins visiting, oversleeping, bad alarm clocks, needed at home, sick, duck hunting with father, funerals, auto trouble, and so on.

He liked books about popular mechanics and camping stories.

CASE X-08

Graduated Yes Course Followed College Prep Grade-point Average 2.8

Best Subjects Radio - Electronics

Poorest Subjects English

Group Intelligence Test Score 118 School Attendance Excellent

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 2 3 [✓ 4] 5
Participation in Athletics 1 2 [✓ 3] 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 3 4 [✓ 5]
Over-all School Adjustment 1 2 3 [✓ 4] 5

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 3 [✓ 4] 5
Participation in Group Activities 1 2 3 [✓ 4] 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 [✓ 2] 3 4 5
Cautious—Impulsive 1 [✓ 2] 3 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

Pleasing appearance, neat and polite. He said "Yes Sir" and "No Sir." To my knowledge, he never lied to me. He was a willing student and followed directions, no questions asked. Wish we had more students like him. He was an idealist.

He was not the most brilliant student, but I would say his intelligence was better than average. Used his knowledge better than average; in fact, he thought twice before acting. I never saw this boy make a hasty, wild decision. Never refused a request. Most of the time he had fairly good spirit. On occasion he displayed some anxiety and depression.

He had lots of guts to stay with things. I would classify him as a "comer," a person who would make it in life with little trouble. He had what it takes. I remember him as an A student in my radio class. To get an A from me in radio work, which includes the techniques as well as the radio stage craft, he would really have to put out.

In his senior year, I do remember that he dipped slightly in his grades. However, it was probably "girl fever" or "senioritis."

He was on the school debating team. According to the head counselor, the boy became anxious about some of the other boys bragging about their sexual exploits. The counselor said that he indicated some concern about problems of sexual intercourse and said that he wanted to keep himself for the girl he married. He was vice president of his junior class; student body vice president in his senior year. In most situations, he appeared to be the quiet shy type. Yet when he talked before his class or student body, he appeared poised and confident.

CASE 09

Graduated Yes Course Followed Academic Grade-point Average 2.4

Best Subjects Physical Education and Shop

Poorest Subjects English and Mathematics

Group Intelligence Test Score 95 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

I had this person in my mathematics class and knew him around the school most of the time he was here. He had no great push or drive but was reasonably well liked.

He improved his social position in school by the choice of a girl friend. She was good for him here at school.

In his social life in school, he was a follower. He showed very little leadership. He was a small fellow, and even in his senior year he was small enough to qualify for the "B" track team. He also played a little "B" team basketball.

His girl friend was smarter than he was; in fact, she had a lot more on the ball than he did. Many of us thought that it was strange that they would ever be married. He was the much weaker personality of the two. He walked around with quite a slumped-over, poor posture but occasionally had a nice twinkle in his eye. Other than his efforts in track and basketball, he was a person that gave little evidence of self-assurance.

I remember him very well. He was a track and a basketball man, and for his size he competed very well when given an opportunity to play on the lightweight teams. He was not too much of a student leader, showed little evidence of leadership, and if I remember correctly, he never did too much in school work. The academic life was not for him. He picked out a pretty nice girl, went steady with her, married her. Throughout his school days there was a sense of friendliness about him that was quite apparent to most of us.

CASE X-10

Graduated Yes **Course Followed** Academic **Grade-point Average** 3.4

Best Subjects Band, Dramatics

Poorest Subjects

Group Intelligence Test Score 135 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 3 4 [✓ 5]	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 4 [✓ 5]	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

This boy wanted to be a theater director. In school, writing of his future plans, he wrote: "As a career, I choose to be a professional makeup artist or a director of television broadcast. I chose the job in television because it is a new field—and there are many jobs. I am interested in dramatics and this is a related field."

He was a good student, in fact a very good student. He was a conscientious boy. He did not like football. In fact, he was quite effeminate in appearance. He was on the plump side. His gestures and general mannerisms suggested an effeminate appearance.

A brilliant boy, he was eager to learn and anxious to get along with people. Some people may have called him over-effeminate; however, this was never a problem here in this school because everyone knew him and liked his family.

He had a very high interest in dramatics and was good at it. He was either the director or the organizer of school plays, musicals, and so forth. He had the ability to push people to their very best level of performance without getting a hostile reaction. He was one of the first ten in his graduating class in scholastic honors. In fact, he was the speaker at the commencement exercises.

A very happy-go-lucky boy. He was always out for a good time. He was an excellent student and loved student activities that were of the dramatic type. He loved to dress up on any of our costume days, such as "baby" day and "hobo" day. He would always win prizes in those kinds of contests.

I think it took him a long time to realize that he himself would never be a great actor because his looks were against him, and I suppose that some people felt that he acted a little too much on the girlish side, but around here it never bothered anyone.

He talked to girls but I do not recall him ever dating any of them, although he was quite friendly with many of them. He never complained about things, never griped, and was a great talker and especially liked to talk about drama.

CASE 11

Graduated Yes **Course Followed** Academic **Grade-point Average** 2.6

Best Subjects Social Studies

Poorest Subjects Foreign Language

Group Intelligence Test Score 109 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 4 [✓ 5]	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He wanted to be a doctor. Our records indicate that he was average in seriousness of purpose and industry. He was rated slightly better than average in self-reliance, positive influence on others, and sense of responsibility. He was also better than average in emotional stability and possessed an unusually deep concern for the welfare of others. Almost all of the other students liked him. He was a clean-cut boy, good natured, conscientious, and his companionship was sought by many.

CASE X-12

Graduated Yes Course Followed Academic Grade-point Average 3.2

Best Subjects English, Social Studies, Latin

Poorest Subjects Science

Group Intelligence Test Score 122 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 2 [✓ 3] 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 [✓ 2] 3 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy wanted to be an electrical engineer. Our records indicate that he was rated above average in industry, self-reliance, positive influence on others, responsibility, and concern for the welfare of others. He was rated as being above average in emotional stability. This boy displayed an exceptional seriousness of purpose in his high school career. A quiet and pleasant boy. Seldom took a leadership role but took part in several student activities. He attended a few of the school's social events. Not impressive as an individual. His quiet, unassuming manners made him the kind of person that is easily "overlooked" in a crowd.

CASE 13

Graduated Yes **Course Followed** College Prep **Grade-point Average** 3.9

Best Subjects All Subjects

Poorest Subjects None

Group Intelligence Test Score 117 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 2 3 4 [✓ 5]
Participation in Athletics 1 2 3 4 [✓ 5]
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 3 4 [✓ 5]
Complaining—Noncomplaining 1 2 3 4 [✓ 5]
Irresponsible—Dependable 1 2 3 4 [✓ 5]
Over-all School Adjustment 1 2 3 4 [✓ 5]

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 3 4 [✓ 5]
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 [✓ 2] 3 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 3 4 [✓ 5]
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 3 4 [✓ 5]

STAFF COMMENTS:

I remember this boy as being very steady and capable. He was very reserved and most people never noticed him. He was almost at the end of two scales in that he was very popular and never made a lot of noise or brought undue attention toward himself.

He was an honor student, made a straight A average, and was very interested in baseball. He planned to enter college and also hoped to be a baseball player during college.

CASE X-14

Graduated Yes **Course Followed** College Prep **Grade-point Average** 1.1

Best Subjects Physical Education

Poorest Subjects Foreign Language

Group Intelligence Test Score 98 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 2 3 4 [✓ 5]
Participation in Athletics 1 2 3 4 [✓ 5]
Overt Expression of Hostility [✓ 1] 2 3 4 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety [✓ 1] 2 3 4 5
Complaining—Noncomplaining [✓ 1] 2 3 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment [✓ 1] 2 3 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 2 3 4 [✓ 5]
Interest in Opposite Sex 1 2 3 4 [✓ 5]
Submissive—Aggressive 1 2 3 4 [✓ 5]
Cautious—Impulsive 1 2 3 4 [✓ 5]
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent [✓ 1] 2 3 4 5
Careless—Perfectionistic [✓ 1] 2 3 4 5
Mental Health 1 [✓ 2] 3 4 5

STAFF COMMENTS:

In a football game or in any other stress situation, he always seemed confused and not clear as to what was going on. He had a good passing arm, but actually had no leadership perception of what was going on during the game.

He tried to become eligible for college by repeating courses in which his grades fell below college admission standards. He fluctuated markedly between periods of great activity to almost none.

When I think of this boy, I remember him as our first string quarterback on the varsity football team. He felt his ears were too large and finally got his parents to pay for facial surgery. In the crucial football game of the season, during his senior year, he made a bad boner as the quarterback. The coach yanked him. It cost us the game. He brooded about it.

I also recall this boy as one who griped very easily if things were not quite the way he thought they should be. Nothing ever seemed to be his fault. He tried very hard to win friends and influence people. He wanted to be accepted. The students seemed to like him and they took to him. A good speaker. Seldom did good school work unless the teacher "pressured" him. Moody to some degree in that he swung from low to high spirits.

CASE 15

Graduated No Course Followed General Grade-point Average 2.0
Best Subjects Lip Reading, Woodshop, Electric Shop
Poorest Subjects English and History
Group Intelligence Test Score 90 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others [✓ 1] 2 3 4 5
Appearance 1 [✓ 2] 3 4 5
Leadership [✓ 1] 2 3 4 5
Participation in Athletics [✓ 1] 2 3 4 5
Overt Expression of Hostility 1 [✓ 2] 3 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 [✓ 2] 3 4 5
Complaining—Noncomplaining 1 [✓ 2] 3 4 5
Irresponsible—Dependable [✓ 1] 2 3 4 5
Over-all School Adjustment [✓ 1] 2 3 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment [✓ 1] 2 3 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 3 4 [✓ 5]
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 3 4 [✓ 5]
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic [✓ 1] 2 3 4 5
Mental Health [✓ 1] 2 3 4 5

STAFF COMMENTS:

He possessed a hearing loss of 29.2 per cent in his left ear and 22.6 per cent in his right ear. A substantial hearing loss occurred during his sophomore year in high school. He was a citizenship problem all through junior and senior high school and also an attendance and tardiness problem.

At times he displayed some ambition but generally was unable to do much about it due to his low academic ability and inability to stick to anything. He insisted on taking courses he couldn't possibly pass.

He was very attracted to girls and not discreet in his attentions to them. In his fourth year of high school attendance, he was discovered under the back stairs of the school auditorium in an intimate situation with a girl. It was our understanding that this was not the first such incident. In that he was then over the compulsory school age, he and his parents were requested to terminate his enrollment in the school. They complied with this request.

During his high school career, he had few friends. He conformed to rules poorly and evaded issues and rules wherever possible. A poorly groomed person with an extremely long oily "duck tail" haircut. We don't remember ever seeing him with a group of boys. He was either alone or with a girl. In fact, he seemed just plain "girl crazy" to the point where he became a social problem in the school.

CASE X-16

Graduated No **Course Followed** General **Grade-point Average** 1.5

Best Subjects Crafts

Poorest Subjects Mathematics, English, History, Science

Group Intelligence Test Score 92 **School Attendance** Poor

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	[✓ 1] 2 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	[✓ 1] 2 3 4 5
Leadership	[✓ 1] 2 3 4 5	Participation in Group Activities	[✓ 1] 2 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	[✓ 1] 2 3 4 5	Careless—Perfectionistic	[✓ 1] 2 3 4 5
Over-all School Adjustment	[✓ 1] 2 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

A very tall, mature boy—rather nervous and slightly effeminate. He disciplined himself to keep his nervousness from showing. On one occasion, he was described as a boy who showed no interest in school—didn't even know when lunch period came. Seemed very detached from reality. He barely heard the directions, he was so absent-minded. The boy seemed to have a philosophy that nothing can hurt him now. He just didn't think about anything. He said, for example, he saved for a BB gun three times and each time his family took the money. Then his father took $60 that he had saved for a bike. His father did try to return it in dribbles, so the sum was never together again. The boy was deeply hurt and took a nonchalant no-hearing, no-thinking attitude as a defense.

In response as to why he cut school, the boy once stated that he cut because he got tired of school or because he wanted to go some place. He thought five days a week were too much of the same thing day after day. He said he would get tired of it and just take a day off once in awhile and he didn't like to go to school anyhow.

On one occasion he pledged that he would not cut school as long as he was in attendance here.

Would not work, talked aloud, and it was difficult to understand what he was saying.

The boy was told to stay after school because of poor work and poor citizenship. He disobeyed and did not stay. A letter was sent by him informing his parents that he was to stay after school and write a 200-word composition. The boy was to return the letter with the parent's signature. He never returned it. He finally said it had gone through the washing machine. His attitude was poor. He chewed gum in class and was generally unco-operative. His citizenship was unsatisfactory and seldom did he appear at a designated time and place to stay after school as part of his punishment.

Irresponsible. F in Scholarship, poor workmanship, lack of home study, inattentive, and wasted time.

The boy considered school a three-ring circus. He took nothing seriously and consequently learned nothing.

CASE 17

Graduated Yes Course Followed College Prep Grade-point Average 2.8

Best Subjects Physical Education and French

Poorest Subjects Spanish I

Group Intelligence Test Score 119 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 3 4 [✓ 5]
Appearance 1 2 3 4 [✓ 5]
Leadership 1 2 3 4 [✓ 5]
Participation in Athletics 1 2 3 [✓ 4] 5
Overt Expression of Hostility 1 2 3 4 [✓ 5]
Apathetic—Energetic 1 2 3 4 [✓ 5]
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 3 4 [✓ 5]
Over-all School Adjustment 1 2 3 4 [✓ 5]

Conformity to Rules and Regulations 1 2 3 4 [✓ 5]
Interest in Environment 1 2 3 4 [✓ 5]
Participation in Group Activities 1 2 3 4 [✓ 5]
Interest in Opposite Sex 1 2 3 [✓ 4] 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 2 3 4 [✓ 5]
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 2 3 [✓ 4] 5
Mental Health 1 2 3 4 [✓ 5]

STAFF COMMENTS:

In school, this boy could be classified as a tall, slender boy. He was an aggressive sort of person but in a nice sense. He was a leader. He was quite active in student affairs—in fact, he was very active. Some might have considered him a pleasant extrovert. In his school life, we found him to be a responsible boy and a very good student. At various times, he served as yell leader, class president, and as a member of the student council. He liked track and tumbling activities. In school, he displayed an interest in social problems. In fact, he might be described as a "humanitarian."

CASE X-18

Graduated Yes Course Followed College Prep Grade-point Average 3.1

Best Subjects Science, Mathematics

Poorest Subjects English

Group Intelligence Test Score 105 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 2 3 4 [✓ 5]
Appearance	1 2 3 4 [✓ 5]	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 3 4 [✓ 5]	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 3 4 [✓ 5]
Irresponsible—Dependable	1 2 3 4 [✓ 5]	Careless—Perfectionistic	1 2 3 4 [✓ 5]
Over-all School Adjustment	1 2 3 4 [✓ 5]	Mental Health	1 2 3 4 [✓ 5]

STAFF COMMENTS:

During his high school career, this boy was remembered as a quiet, responsible person. He was a good, clean-cut boy and of excellent character. Much of the time he was on the shy side. He usually acted in a quiet, reserved manner. In fact, some people would regard him a sort of an introvert. He was considerably above average in his scholastic record. Most students liked him. He showed an interest in science. He tended to be a perfectionist. At times this hindered him in his work output. He seemed unable to go beyond certain points.

CASE 19

Graduated Yes Course Followed Academic Grade-point Average 2.4

Best Subjects Trigonometry and Mechanical Drawing

Poorest Subjects Physical Education

Group Intelligence Test Score 124 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5
Appearance	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5
Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Interest in Environment	1 2 3 4 [✓ 5]
Participation in Group Activities	1 2 3 4 [✓ 5]
Interest in Opposite Sex	1 2 [✓ 3] 4 5
Submissive—Aggressive	1 2 3 4 [✓ 5]
Cautious—Impulsive	1 2 3 [✓ 4] 5
Depressed—Cheerful	1 2 3 [✓ 4] 5
Dependent—Independent	1 2 3 4 [✓ 5]
Careless—Perfectionistic	1 2 [✓ 3] 4 5
Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He was a more quiet boy as a freshman than he was in his senior year. In classroom situations, he was a very colorless sort of personality all through his freshman year. After his freshman year, he participated to some extent in football and track and began to show interest in people and group activities.

CASE X-20

Graduated No Course Followed College Prep Grade-point Average 3.0

Best Subjects German, Mathematics

Poorest Subjects Physical Education

Group Intelligence Test Score 109 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	[✓ 1] 2 3 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	[✓ 1] 2 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	[✓ 1] 2 3 4 5
Overt Expression of Hostility	1 2 3 4 [✓ 5]	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 3 4 [✓ 5]	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

We remember him as a chubby boy, unkempt in appearance. It was felt that if some man whom he liked could have gotten to him, the boy would have been helped. He had a pleasant personality, but it was overshadowed by his excessive weight and sloppiness.

He was the kind of boy who always keeps things to himself. The teachers worried about him because he never showed any feelings about anything.

CASE 21

Graduated Yes **Course Followed** Academic **Grade-point Average** 3.2

Best Subjects All

Poorest Subjects None

Group Intelligence Test Score 140 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 3 4 [✓ 5]
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 3 4 [✓ 5]
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

We remember this boy as being pretty rough to get along with. He was not a mean boy, but a guy that had a real good impression of himself. Of course he was a capable boy and could back up most of his bragging. He was quite a stuck-up character. He was pretty popular in school among certain groups. He was class president of the freshman and sophomore class. He also was the track and varsity football manager. He was in all of our music activities. He really was an excellent musician. He was also quite active in club work. In almost every instance, he displayed a lot of confidence in himself.

CASE X-22

Graduated Yes Course Followed College Prep Grade-point Average 2.4

Best Subjects Physical Education and English

Poorest Subjects Science and Mathematics

Group Intelligence Test Score (None Available) School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5
Participation in Athletics	[✓ 1] 2 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 [✓ 2] 3 4 5

Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Interest in Environment	1 2 [✓ 3] 4 5
Participation in Group Activities	[✓ 1] 2 3 4 5
Interest in Opposite Sex	1 2 [✓ 3] 4 5
Submissive—Aggressive	1 2 [✓ 3] 4 5
Cautious—Impulsive	1 [✓ 2] 3 4 5
Depressed—Cheerful	1 2 [✓ 3] 4 5
Dependent—Independent	1 2 3 [✓ 4] 5
Careless—Perfectionistic	1 2 [✓ 3] 4 5
Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

Whenever I think of this boy, I think of his mother. She was real tough to work with—completely domineering.

The boy was interested in music. He was a sensitive boy and not very inclined to move or work with the group. He was a nongregarious sort of person. He liked music and was good in the music field and was especially adept at playing the piano. He was sort of the "arty" type, inclined to moods and getting by with just satisfactory work.

At times he reflected what could be called a military point of view. He went through periods when he was extremely interested in totalitarianism. He thought Hitler might have had something. You could not say that he was completely indifferent to society, but usually had some "off beat" interest. He was seldom involved in group activities. Some of the time you got the impression that he was anxious to avoid trouble.

His ambition was to go to Europe in order to study the piano. Music was the only activity in which he exerted himself. Otherwise he went around in a somewhat preoccupied manner as though something was on his mind. He felt that he operated under too much pressure from home. He tried to figure things out himself but did not do good work in school.

CASE 23

Graduated Yes **Course Followed** General **Grade-point Average** 1.9

Best Subjects Typing

Poorest Subjects Social Science

Group Intelligence Test Score 103 **School Attendance** Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

A boy who displayed a favorable attitude toward school. A quiet, average sort of fellow. He was slightly on the happy-go-lucky side and didn't express or display much ambition.

It's easy to remember a cute little smile he wore much of the time. He got mad sometimes but smiled immediately afterwards.

A short, stocky boy who displayed little interest in athletics. Although he did not participate in football until his senior year, he came out for the varsity team and played a position in the line. By midseason he had earned a starting position. Perhaps his slightly older-than-average age, combined with his rugged stocky physique, helped to make possible his rapid ascent in football ability.

Despite his apparent rugged appearance, he seemed to be ill a great deal and missed more than the average amount of school.

CASE X-24

Graduated Yes Course Followed College Prep Grade-point Average 3.0

Best Subjects Band and Auto-Shop

Poorest Subjects English

Group Intelligence Test Score 110 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 4 [✓ 5]	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 4 [✓ 5]	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 4 [✓ 5]	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 4 [✓ 5]	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He could be described as a boy who was one of the best athletes in the school. He was co-operative and was the kind of boy you would like to have in class and as a member of an athletic team. He once was injured rather severely but did not let anyone know about it.

In high school he was a very quiet boy. He was pleasant and had a nice smile—people liked him—it was always pleasant to talk to him. He always seemed to have had the "right answers." He was a boy who never caused any trouble in school, and often gave the impression of thoughtfully thinking things through before talking.

You never worried about him. He did as you would expect. Stayed cheerful almost all the time.

CASE 25

Graduated Yes Course Followed General Grade-point Average 2.5

Best Subjects Art

Poorest Subjects None

Group Intelligence Test Score 107 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 2 [✓ 3] 4 5
Participation in Athletics 1 2 [✓ 3] 4 5
Overt Expression of Hostility 1 2 3 [✓ 4] 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 [✓ 2] 3 4 5
Irresponsible—Dependable 1 2 3 [✓ 4] 5
Over-all School Adjustment 1 2 3 [✓ 4] 5

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 3 [✓ 4] 5
Participation in Group Activities 1 2 3 [✓ 4] 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 2 3 [✓ 4] 5
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 2 3 [✓ 4] 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy during his high school career possessed lots of fire. He was energetic and enthusiastic. Sometimes it got away from him. He was described by some as always "belly-aching" more than usual. He had somewhat of a "growly" disposition toward life, but he seldom lost his sense of enthusiasm. He did not participate in athletics or any other activities.

He must not have liked physical education classes in that he seemed to have a variety of sprained thumbs, ankles, sore throats, infected toes, and cut fingers that he claimed made it impossible to participate in physical education classes. An impulsive personality—sometimes acted "off the top of his hat."

CASE X-26

Graduated Yes Course Followed General Grade-point Average 2.1

Best Subjects Shop

Poorest Subjects Mathematics and English

Group Intelligence Test Score 84 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

A tall, slender, pimply-faced youth. One who did not seem to have much pep. It looked as though he were not given a good diet. He did not participate in athletics or school clubs and made little impression on anyone.

Poor in scholarship, slow-learning, but a hard and willing worker. He possessed a very reserved personality; mild-mannered; participated very little; seldom, if ever, took sides on issues. In short—he had a withdrawn personality. In school he was never a behavior problem.

CASE 27

Graduated Yes Course Followed General Grade-point Average 3.0

Best Subjects Physical Education, Mechanical Drawing, Shop

Poorest Subjects Social Studies

Group Intelligence Test Score 85 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 4 [✓ 5]
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

My first reaction is that of remembering this boy and the impression he made on the teachers. We think of him as being a clean-cut, respectful type of "all American boy." He was likeable. He never gave anyone any trouble. He was not boisterous, yet had lots of energy. A hard worker and possessed a good attitude about school and life. This boy showed interest in painting and art. Not a good academic student but did outstanding work in agriculture and shop courses.

CASE X-28

Graduated Yes Course Followed General Grade-point Average 2.5

Best Subjects Physical Education

Poorest Subjects Algebra

Group Intelligence Test Score 109 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

When he came here, he was on the blubbery side, lots of baby fat. He was the quiet type, pleasant, and did not do much. After a year he went out for football. He made the team as a lineman. When he got on the football team, he slimmed down, grew tall, and became a good-looking boy. He played football with a lot of zip. Otherwise he was pretty quiet around school. The kids liked him and he was usually a cheerful person. Most of the time he had a friendly look about him.

CASE 29

Graduated Yes **Course Followed** College Prep **Grade-point Average** 2.5

Best Subjects Physical Education and Music

Poorest Subjects Social Studies and Mathematics

Group Intelligence Test Score 99 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy was quite timid and some teachers may describe him as very quiet. He was rather withdrawn. Some of this probably was the "slow burn" that he carried about school work. He did not have a very good attitude about school work and, with the exception of music and mathematics, he was not very successful in school. He dressed sharply and was very good in band. In fact, he became the student leader of our band in the last year. Despite his rather poor attitude about everything except music course and the school band, he was never a disciplinary problem.

CASE X-30

Graduated No Course Followed Pre College Grade-point Average 2.4

Best Subjects Mechanical Drawing

Poorest Subjects Algebra

Group Intelligence Test Score 100 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 [✓ 2] 3 4 5
Interest in Opposite Sex 1 [✓ 2] 3 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

The best way to describe him, when I think about him, is that he is the hardest boy to remember I have ever known. He seemed to be one of those that never make any impression on you. Sitting here looking at his picture, one recalls a rather quiet boy who gave no trouble and made some fairly good grades in shop work. Yet the shop teacher can hardly remember him either.

CASE 31

Graduated Yes Course Followed College Prep Grade-point Average 2.9

Best Subjects Music and Band

Poorest Subjects Spanish

Group Intelligence Test Score 99 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 [✓ 4] 5
Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Interest in Environment	1 2 3 [✓ 4] 5
Participation in Group Activities	1 2 3 [✓ 4] 5
Interest in Opposite Sex	1 2 [✓ 3] 4 5
Submissive—Aggressive	1 2 [✓ 3] 4 5
Cautious—Impulsive	1 2 [✓ 3] 4 5
Depressed—Cheerful	1 2 3 [✓ 4] 5
Dependent—Independent	1 [✓ 2] 3 4 5
Careless—Perfectionistic	1 2 3 [✓ 4] 5
Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He displayed a lot of spirit that for the most part was directed toward specific goals. He was an accomplished musician as judged by high school standards. In addition to his outstanding ability in music, he played basketball. He grew up to be quite a tall boy and made the varsity basketball team. In general, he was active and interested in student affairs.

CASE X-32

Graduated No Course Followed General * Grade-point Average 1.3

Best Subjects English

Poorest Subjects Shop

Group Intelligence Test Score 55 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	[✓ 1] 2 3 4 5	Participation in Group Activities	[✓ 1] 2 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

This boy gave the impression of being very, very quiet. He had a poor attendance record but otherwise was never a great problem here in school. He had a combination of very little ambition and not much energy, and probably possessed a low IQ. After testing him, we put him in our special training class where he had one teacher for the major part of the day. He was older than high school students for his age, and had he not dropped out during the tenth year, he would have been twenty or more years old if he had ever graduated. For the most part, he exhibited a passive restlessness in school. He seemed to be here in body but seldom in spirit or mind.

CASE 33

Graduated Yes Course Followed General Grade-point Average 2.0

Best Subjects Physical Education and Shop

Poorest Subjects Social Studies

Group Intelligence Test Score 102 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy was very likeable. He was somewhat fat and had a rather nice, friendly smile and quiet eyes. Although his attendance was pretty much on the irregular side, he never really disliked school. We were glad to see him stay and graduate.

CASE X-36

Graduated No Course Followed General Grade-point Average 1.4

Best Subjects English

Poorest Subjects Crafts, Mathematics, and Shop

Group Intelligence Test Score 99 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 [✓ 2] 3 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	[✓ 1] 2 3 4 5
Over-all School Adjustment	[✓ 1] 2 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

Whenever I think of this boy, I remember him as one who often came to my room to complain about something. He complained a great deal. Most of the time he complained in a pleasant way. Often said that he was waiting for the day to quit school at the first opportunity. Most of his complaints were related to his desire to quit school. He never seemed to hold grudges and I don't think he held back anything. He was a great one to talk and complain about things in general.

His school attendance was poor with considerable tardiness. Always he had "excuses" for his tardiness. Such things as headaches, no alarm clock, had to return home to bring books he had forgotten, got mixed up on class period schedule, and stuck locker doors were advanced as why he was late in arrival to school or class. He had more on the ball than he showed but seldom applied himself to the situation. Sometimes he claimed people picked on him. In an over-all sense, he didn't adjust to the school environment.

CASE 35

Graduated Yes **Course Followed** Agriculture, Gen. **Grade-point Average** 2.6

Best Subjects Agriculture and Art

Poorest Subjects General Science

Group Intelligence Test Score – **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

My first reaction to this boy was that he was a more-than-average regular boy. He was not a very good student academically but he was an above-average person. He was very interested in athletics and participated in football and baseball. In addition, he held positions on his school publications and served on the student council. One year he was vice president of his class. In the school annual along with the graduate's picture and name, each graduate selected a quotation that he felt representative of him. The quotation that appeared under this boy's picture and name was, "Never let school interfere with your education."

CASE X-36

Graduated Yes Course Followed College Prep Grade-point Average 2.7

Best Subjects English and Social Studies

Poorest Subjects Typing II and Geometry

Group Intelligence Test Score 92 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5

Appearance 1 2 [✓ 3] 4 5

Leadership 1 [✓ 2] 3 4 5

Participation in Athletics [✓ 1] 2 3 4 5

Overt Expression of Hostility 1 2 3 [✓ 4] 5

Apathetic—Energetic 1 2 [✓ 3] 4 5

Manifest Anxiety 1 2 [✓ 3] 4 5

Complaining—Noncomplaining 1 2 3 [✓ 4] 5

Irresponsible—Dependable 1 2 [✓ 3] 4 5

Over-all School Adjustment 1 2 3 [✓ 4] 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5

Interest in Environment 1 [✓ 2] 3 4 5

Participation in Group Activities 1 [✓ 2] 3 4 5

Interest in Opposite Sex 1 [✓ 2] 3 4 5

Submissive—Aggressive 1 2 [✓ 3] 4 5

Cautious—Impulsive 1 2 [✓ 3] 4 5

Depressed—Cheerful 1 2 3 [✓ 4] 5

Dependent—Independent 1 2 3 [✓ 4] 5

Careless—Perfectionistic 1 2 3 [✓ 4] 5

Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

In this school it was the custom for each graduating senior to select a brief quotation that was to appear directly below his name and picture in the school's annual. This boy chose the quotation: "All that we see or seem is but a dream within a dream." (Edgar Allan Poe)

He was a fairly average sort of youngster, but he may have been considered a little-below-average sort of fellow by the students. He possessed a withdrawn personality—not markedly so but usually evident. To a limited degree, he participated in the activities of the school's drama club and served one year as reporter on the school paper. He had almost zero interest in athletics.

CASE 37

Graduated Yes **Course Followed** College Prep **Grade-point Average** 1.5

Best Subjects Auto Shop

Poorest Subjects English, Social Studies, Mathematics

Group Intelligence Test Score 104 **School Attendance** Average

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 4 [✓ 5]	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

He was not interested in reading, but scored high in reading comprehension. In general, he was a pleasant, quiet, well-mannered, likeable boy and a straight thinker who liked to work out his own problems. His parents insisted on his going to college, but he didn't want to. His instructors felt he had good ability in constructing things—interested in building bridges, dams, and railroads.

When we think of this boy, we remember him as a quiet, shy boy. In fact, when you spoke to him you always had the impression he was about ready to cry. He was married in his senior year. Both he and his wife graduated.

The girl he married came from a very wealthy and prominent family. When you think of this, it always seems strange that these two people married. The girl was the "party" type of girl while he was a very serious boy. In fact, "quiet," "serious," and "neat" are three key words in describing him.

Although his records show that he did not make very good grades (in fact, they were quite poor), he was nevertheless quite interested in intellectual affairs. Other than going out for the boxing team, he participated in no extracurricular activities.

CASE X-38

Graduated Yes Course Followed College Prep Grade-point Average 2.9

Best Subjects Physical Education

Poorest Subjects Typing

Group Intelligence Test Score 94 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 4 [✓ 5]	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

In his first year of high school, he was childish and immature in his social relationship with classmates. Later he improved in his ability to get along with others. He was usually neat and cheerful. However, he sometimes displayed a lack of self control, reliability, and proper respect for the rights of others. Although his work habits were reasonably good, he was not careful with school supplies and materials. His major weakness was his inability to accept almost any kind of responsibility. He continued to enjoy childish pranks throughout his high school years and never seemed to acquire any definite aims or goals in life. Neither a leader nor a good follower.

He planned to go to college. Yet at best he would have to be considered as being slightly below average in academic ability. Seldom did he produce work unless placed under pressure. His plans for college were also vague and poorly defined.

Your strongest over-all impression of him was that he was a cheerful, ordinary sort of boy who tended to be an extrovert. He was the energetic type. Swimming and water polo were his main interests and he was outstanding in each. At times he displayed an interest in boxing and would participate in this sport. In his senior year, he served as a member of the student welfare council. If he had ever learned to overcome his immaturity and turned his work in on time, he would have enjoyed a more successful high school career.

CASE 39

Graduated Yes **Course Followed** General **Grade-point Average** 3.0

Best Subjects Physical Education and Mechanical Drawing

Poorest Subjects None

Group Intelligence Test Score 107 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

Our impression of him is that he was sort of a "funny kid." He possessed a good sense of humor. He maintained this sense of humor despite the fact that he seemed to try beyond his real ability. At times this was frustrating to him and he would become slightly moody. All in all, I would consider him a nice fellow throughout his years of attendance at this high school. He expressed an interest in design making and hoped to be a teacher of cabinet making.

CASE X-40

Graduated Yes Course Followed General Grade-point Average 2.4

Best Subjects English and Social Studies

Poorest Subjects Military Science

Group Intelligence Test Score 113 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	[✓ 1] 2 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	[✓ 1] 2 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

We remember him as a boy who was smart in school work, but actually always seemed to be a little on the odd side. He went around with one or two other boys; otherwise, he had little participation with other students. I guess you would describe him as a sort of person who would never get elected to any high school office. He studied hard and presented good logical arguments in social studies and English classes.

We remember him yet as a boy who was always walking around to and from classes carrying a huge load of books. He was a good boy actually; but sitting here looking at his picture, you wonder why his school work used to fluctuate so much. At times it seemed that he almost deliberately turned in a poor piece of work. On occasion he indicated an interest in aviation and the possibilities of being a newspaper reporter. Considerable time was spent in his hobby of making airplane models. He also pursued a hobby of collecting armed forces insignia.

CASE 41

Graduated No **Course Followed** Vocational **Grade-point Average** 2.5

Best Subjects Physical Education and Shop

Poorest Subjects Mathematics

Group Intelligence Test Score 109 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 3 4 [✓ 5]
Participation in Athletics	1 2 3 4 [✓ 5]	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

This boy gave you the impression of being a very superior boy. Your first impression in thinking about him is that he is a person beyond reproach. He will undoubtedly succeed in work he has undertaken. It is with genuine regret to us that he left our school before getting his diploma.

CASE X-42

Graduated No **Course Followed** General **Grade-point Average** 1.7

Best Subjects Shop

Poorest Subjects Physical Education

Group Intelligence Test Score 89 **School Attendance** Poor

RATING SCALE:

Degree to Which Liked by Others .... 1 2 [✓ 3] 4 5
Appearance .... 1 [✓ 2] 3 4 5
Leadership .... 1 [✓ 2] 3 4 5
Participation in Athletics .... [✓ 1] 2 3 4 5
Overt Expression of Hostility .... 1 2 [✓ 3] 4 5
Apathetic—Energetic .... 1 2 [✓ 3] 4 5
Manifest Anxiety .... 1 [✓ 2] 3 4 5
Complaining—Noncomplaining .... 1 2 [✓ 3] 4 5
Irresponsible—Dependable .... 1 2 [✓ 3] 4 5
Over-all School Adjustment .... 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations .... 1 [✓ 2] 3 4 5
Interest in Environment .... 1 [✓ 2] 3 4 5
Participation in Group Activities .... 1 [✓ 2] 3 4 5
Interest in Opposite Sex .... 1 2 [✓ 3] 4 5
Submissive—Aggressive .... 1 [✓ 2] 3 4 5
Cautious—Impulsive .... 1 2 [✓ 3] 4 5
Depressed—Cheerful .... 1 [✓ 2] 3 4 5
Dependent—Independent .... 1 2 [✓ 3] 4 5
Careless—Perfectionistic .... 1 [✓ 2] 3 4 5
Mental Health .... 1 [✓ 2] 3 4 5

STAFF COMMENTS:

He was described as the type of boy that did not seem to make much of an impression. However, he is remembered as one who seemed to be going downhill—poor in conduct and poor in achievement. He seemed to be spineless except when he was battling for something he really believed in. He disliked school intensely. His mother often came to school because of his scrapes. The boy tried to avoid anything that had to do with teachers. Often gave the impression that he possessed a temper. For the most part, he was a moody personality and resented anything that interfered with his wishes or desires.

CASE 43

Graduated Yes Course Followed Business Grade-point Average 2.5

Best Subjects Physical Education

Poorest Subjects English, Social Studies

Group Intelligence Test Score 75 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 4 [✓ 5]
Overt Expression of Hostility	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5
Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Interest in Environment	1 2 3 [✓ 4] 5
Participation in Group Activities	1 2 3 4 [✓ 5]
Interest in Opposite Sex	1 2 [✓ 3] 4 5
Submissive—Aggressive	1 2 [✓ 3] 4 5
Cautious—Impulsive	1 2 [✓ 3] 4 5
Depressed—Cheerful	1 2 [✓ 3] 4 5
Dependent—Independent	[✓ 1] 2 3 4 5
Careless—Perfectionistic	1 2 [✓ 3] 4 5
Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

In a first-impression recall, this boy is remembered as a nice friendly little boy. Consistent in his work and attitude. A pleasant person with whom to work and to have in school. He was exceptionally interested in athletics. His main sport was swimming. In his school work he was not very dependable in completing assigned work.

CASE X-44

Graduated No Course Followed History Major Grade-point Average 1.7

Best Subjects Work Experience Program

Poorest Subjects English, Mathematics, Science,

Group Intelligence Test Score 100 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others 1 [✓ 2] 3 4 5
Appearance 1 [✓ 2] 3 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 [✓ 2] 3 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 [✓ 2] 3 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 [✓ 2] 3 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

In school, he was lazy and undependable. For the most part, he acted as though he wasn't "here." He left the impression of someone who did nothing, and who never did any school work. He never came to ask anybody anything. His counselor placed him in a class of predelinquents. In the class of semiroughnecks he seldom gave any trouble. For the most part, he sat there and did as little as possible. He was sloppy in appearance and walked around with a deadpan expression. He did not have many friends.

CASE 45

Graduated Yes Course Followed College Prep Grade-point Average 2.5

Best Subjects French

Poorest Subjects Science, Mathematics and Typing

Group Intelligence Test Score 110 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 [✓ 2] 3 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 [✓ 2] 3 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 [✓ 2] 3 4 5
Complaining—Noncomplaining 1 [✓ 2] 3 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 3 [✓ 4] 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 2 3 [✓ 4] 5
Mental Health 1 [✓ 2] 3 4 5

STAFF COMMENTS:

A very good musician, not the best student in the world, and by no means did he seem to work up to his ability. He could have done much better if he wanted to. At times he seemed quite a dreamer, and some might say he was somewhat withdrawn in that he did not seem to get out and mix with groups of people.

He participated in quite a number of school activities except athletics. Not as dependable or co-operative as we would have liked, but he was never a disciplinary case. Some times he irritated his fellow students. On occasion they became angry with him because of his rather unpleasant personality. Some of the kids probably felt that he was a "pop-off."

CASE X-46

Graduated No * Course Followed General Grade-point Average 1.2

Best Subjects Mathematics in 9th Grade

Poorest Subjects Bookkeeping, Mathematics

Group Intelligence Test Score 107 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	[✓ 1] 2 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	[✓ 1] 2 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

A person who seemed to have made fairly good grades in junior high school but miserable ones from the tenth grade on. In fact, he went an extra year and still could not pass enough courses to graduate. It is still difficult to understand how a boy like him could score so high on a G.E.D. test four years after his poor high school record. He got his high school diploma as a result of his test score on the G.E.D.

In school he displayed very little initiative, leadership, and dependability. His conduct was only fair and for the most part he made a poor adjustment to group situations.

CASE 47

Graduated No Course Followed College Prep Grade-point Average 1.9

Best Subjects Physical Education

Poorest Subjects Shop, Business and English

Group Intelligence Test Score 105 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

A boy who often cut school, although he did show some interest in participation in tennis.

CASE X-48

Graduated No Course Followed College Prep Grade-point Average 1.6

Best Subjects Physical Education and Spanish

Poorest Subjects English and Mathematics

Group Intelligence Test Score 99 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 3 4 [✓ 5]	Submissive—Aggressive	[✓ 1] 2 3 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	[✓ 1] 2 3 4 5

STAFF COMMENTS:

A boy who participated in no extra school activities. He did not do as well as you would expect from scores made on aptitude and achievement tests. In his stay of three years, he was not a serious problem in school. However, his stepfather suggested that he was concerned about the boy's mental health and wanted the school's help in getting the boy to attend a clinic. Shortly after this he dropped out of school.

CASE 49

Graduated Yes Course Followed General Grade-point Average 2.6

Best Subjects Physical Education and Agriculture

Poorest Subjects Social Studies

Group Intelligence Test Score 68 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 4 [✓ 5]
Participation in Athletics	1 2 3 4 [✓ 5]	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 4 [✓ 5]	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

This was a boy who never gave us any trouble. His IQ was quite low. He worked hard and did lots better than one would generally expect that he would from the scores he made on intelligence tests. He had a lot of drive. I always felt that he was a boy who knew that in order to get by in life, he would have to work harder than the average. In athletics he participated only in intramural sports.

He was quite interested in agriculture and was active in agricultural clubs. In fact, he became one of our most active students in agriculture and won outstanding rewards in the field. From an over-all viewpoint, one would classify him as a cheerful, hard-working boy who possessed confidence in himself.

CASE X-50

Graduated No Course Followed General Grade-point Average 1.4

Best Subjects Physical Education

Poorest Subjects English, Social Studies, Science

Group Intelligence Test Score 68 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics [✓ 1] 2 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 [✓ 2] 3 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 [✓ 2] 3 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 [✓ 2] 3 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

A failing student who dropped out. He showed up and registered in the fall term of his senior year but went to school for only a week or so. He was a short, heavy-set boy, and had several allergies and an occasional ear infection. He seemed to be always moving in or out of school. He would transfer to a school out of town, then back, then into a parochial school, then back to us.

Actually he was not a bad boy and he was never a problem either. He had a few unexceptional tardies and cuts, but seemed to have good intentions. He seemed to be fairly well adjusted with both girls and boys. He was just one of those boys who found himself unable to compete successfully in school with brighter boys. His IQ was not very high and he just could not "cut the mustard" in school work. Neither did he participate in any of the school activities such as clubs and athletics.

CASE 51

Graduated Yes Course Followed College Prep Grade-point Average 2.3
Best Subjects Physical Education, Shop
Poorest Subjects Foreign Language, English
Group Intelligence Test Score 107 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

A tall, gangling sort of boy without much drive. He walked around with a sloppy stance. Although he did not possess a great deal of academic ability, he insisted on taking a college preparatory course. His grades weren't very good. Some of us felt that he was in "over his head." In addition to a heavy academic load, he worked long hours on an after-school job. It didn't leave him much time to study. His best grades were earned in Spanish classes.

CASE X 52

Graduated No Course Followed General Grade-point Average 1.1

Best Subjects -

Poorest Subjects English, Social Studies, Shop, Science, Mathematics

Group Intelligence Test Score 99 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	[✓ 1] 2 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

We remember him as a boy with a butch haircut and some front teeth missing. In class he displayed little interest in school work. Neither did he participate in extracurricular activities. He was a nice boy but difficult to teach. He just never seemed to do his work. He felt he was far below average in academic ability and put forth little effort. For the most part, he engaged in harmless "horse play." He was not the type of person who caused serious disciplinary problems. Most of the teachers felt that he was lazy. Prior to his enrollment in this school, he was on probation with the juvenile authorities in another county. He never got into serious trouble here.

CASE 53

Graduated Yes Course Followed General Grade-point Average 2.7

Best Subjects Physical Education, Shop

Poorest Subjects English, Social Studies

Group Intelligence Test Score 90 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

My first reaction to this boy was that I would describe him as a very retiring sort of personality. He was quiet, colorless, and nice. His mathematics teacher described him as the type of boy who was tied to apron strings, and we wonder on whose apron strings he is tied now. He had transferred into the high school at the beginning of his tenth year. In no way could this boy be described as a forward, pushing type. He participated to a limited degree in basketball and activities such as glee clubs, choir, and operettas.

CASE X-54

Graduated Yes Course Followed General Grade-point Average 1.7

Best Subjects Glee, Choir

Poorest Subjects Typing, Mechanical Drawing

Group Intelligence Test Score 110 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 [✓ 2] 3 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment 1 2 3 [✓ 4] 5
Participation in Group Activities [✓ 1] 2 3 4 5
Interest in Opposite Sex 1 [✓ 2] 3 4 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 [✓ 2] 3 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

He was a nice enough boy, but in the over-all sense a poor student. His academic ability should have enabled him to do much better than his records indicate. At best he was only reasonably co-operative. He seemed like the kind of boy who went around feeling as though "he knew the score." Whenever we think of him, his over-all characteristics were those of a typical fraternity "rah rah" boy or a "slick" traveling salesman.

In physical appearance, the boy was clean and neat-looking, chubby and roly-poly. Wherever he is now, he is undoubtedly trying to sell someone something. He served on a few of the school's social activity committees and performed very successfully in a school operetta.

CASE 55

Graduated Yes Course Followed College Prep Grade-point Average 1.9

Best Subjects Science

Poorest Subjects Spanish

Group Intelligence Test Score 125 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 2 3 4 [✓ 5]
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 4 [✓ 5]	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 4 [✓ 5]	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He was a "pretty good worker." In fact, he is remembered best as a dependable, industrious, and intelligent youth. His personality was not forceful or striking. The other students liked him, and he usually displayed a pleasant and friendly attitude toward others. He participated in athletics, with an emphasis on football and track. On occasion, he held a minor office in class and student body organizations.

CASE X-56

Graduated No Course Followed College Prep Grade-point Average 1.9

Best Subjects Woodshop

Poorest Subjects Science, Mathematics, English

Group Intelligence Test Score 90 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 [✓ 2] 3 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 [✓ 2] 3 4 5

STAFF COMMENTS:

This boy was one who was not very stable. Some days he seemed to want this, other days it was something else. He could be described as a good talker and he used this to his advantage. Some felt he was the type of person who was little noticed by others. He was not a good student but occasionally did routine assignments of his own accord and with reasonable success. He tended to be unresponsive and was the type of person who let others take the lead. When he first entered school, he was interested in art. At times he was very co-operative, displayed a good but sometimes critical mind. At about the eleventh-grade level, he seemed to "blow up"—after that he was a poor student in both the classroom and in his general behavior around the school.

CASE 57

Graduated No Course Followed College Prep Grade-point Average 1.5

Best Subjects -

Poorest Subjects English, Social Studies, Shop, Mathematics

Group Intelligence Test Score 120 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others [✓ 1] 2 3 4 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics [✓ 1] 2 3 4 5
Overt Expression of Hostility 1 [✓ 2] 3 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 2 3 [✓ 4] 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable [✓ 1] 2 3 4 5
Over-all School Adjustment [✓ 1] 2 3 4 5

Conformity to Rules and Regulations [✓ 1] 2 3 4 5
Interest in Environment [✓ 1] 2 3 4 5
Participation in Group Activities [✓ 1] 2 3 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 2 3 4 [✓ 5]
Careless—Perfectionistic 1 [✓ 2] 3 4 5
Mental Health 1 [✓ 2] 3 4 5

STAFF COMMENTS:

We remember him well. He was the nastiest student we ever had here. He was the No. 1 "heel" in the whole history of our school. The final straw came when the students, after years of saving their money, purchased a "victory bell" to be rung at football games. This boy stole it the first night and sold it to our chief rivals. As far as we are concerned, he was a very poorly adapted child. He was always getting into fights and tried to lie and cheat his way through school. We do not remember him ever participating in any extra school activities that were approved by the school. Actually, he could be described as a lone wolf.

From time to time he was a truant problem in addition to his complete disregard for school rules and customs. The school board and the administrative staff finally were forced to suspend him from school for the general welfare of the school and its students.

CASE X-58

Graduated Yes Course Followed College Prep Grade-point Average 2.3

Best Subjects Music

Poorest Subjects -

Group Intelligence Test Score 111 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 [✓ 3] 4 5
Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Interest in Environment	1 2 [✓ 3] 4 5
Participation in Group Activities	1 [✓ 2] 3 4 5
Interest in Opposite Sex	1 [✓ 2] 3 4 5
Submissive—Aggressive	1 2 [✓ 3] 4 5
Cautious—Impulsive	1 2 [✓ 3] 4 5
Depressed—Cheerful	1 2 [✓ 3] 4 5
Dependent—Independent	1 2 [✓ 3] 4 5
Careless—Perfectionistic	1 2 [✓ 3] 4 5
Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

If this boy had not been involved in a minor automobile accident on the school grounds, it would have been very difficult to remember him. Fortunately the accident was a minor one. He ran his car over a post. His father, a very co-operative man, came to school and made the necessary insurance settlement.

The boy was always in the middle group. He just didn't stand out in anything. He participated in no extracurricular activities. His only interest, and that was quite mild, was in music and art. He was just a quiet, steady boy. One thing that is probably for sure is that wherever he is now, he is undoubtedly not in jail. He would be the type that would never get into trouble.

CASE 59

Graduated Yes Course Followed College Prep Grade-point Average 3.1

Best Subjects English, Social Studies, Foreign Language

Poorest Subjects

Group Intelligence Test Score 108 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 2 3 [✓ 4] 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 3 [✓ 4] 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 2 3 [✓ 4] 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

A hard-working boy. This included hard work at school. A good but not necessarily brilliant student. Some of his teaching staff would consider him as being on the self-centered side of life. However, his citizenship was always satisfactory.

He was bothered with a slight speech difficulty which gave him concern in certain classes.

He was interested in athletics and was on the varsity basketball squad for two years. Although he did not become a star player, he played with it and played some. He was also remembered as being a boy who was very interested in YMCA work. During his last three years in high school, he was quite active in it.

CASE X-60

Graduated Yes Course Followed General Grade-point Average 1.5

Best Subjects

Poorest Subjects English, Social Studies, Foreign Language

Group Intelligence Test Score 97 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

He was always tardy. Otherwise he was a helpful, co-operative, and quiet boy. Except for the fact that he could never get any place on time during his whole high school career, he did not cause much trouble; in fact, he could almost be described as friendly, willing, co-operative, and dependable if it were not for the tardiness.

He was a very weak student. He made poor grades, and we remember him as a person who always wanted to get recognition. He sought it very hard. Regardless of his very poor record here in school, he was always making excuses for not working. In other words, his poor school record was "never his fault." He always made excuses that he had not tried or worked on a particular project. Always he had some excuse as to why he was unable to work at it, and it was never his fault. In fact, one could describe him as a person who had visions of grandeur in that he never seemed to understand the difference between his actual achievement record and what he dreamed of doing were a long way apart. He had good health, and there seemed to be no reason as to why he was unable or unwilling to put out some effort to get the things that he wanted.

He had a younger sister whom he thought was about the nicest thing in the world. She was a very active and beautiful girl and he was extremely proud of her. In fact, he seemed to be quite close to her and was always telling people here in school how very wonderful she was.

At school assemblies and rallies, he liked to assist in operating the public address system.

CASE 61

Graduated Yes Course Followed College Prep Grade-point Average 2.6

Best Subjects Mathematics, Physical Education, Social Studies

Poorest Subjects –

Group Intelligence Test Score 122 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 3 [✓ 4] 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 4 [✓ 5]	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 4 [✓ 5]	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

A very dependable boy. He was extremely well liked and could be described as the type of student and boy that you wished most of the other boys were like. High school would be a mighty pleasant place if we had more like him.

During his high school career, he worked for his father in a family business. He probably would have been more active here in extra school activities if he was not busy working after school.

He was a healthy, energetic boy and the kind of intelligent boy you wish would fill all of your classes. He was well liked by the students and faculty.

CASE X-62

Graduated No Course Followed General Grade-point Average 1.3

Best Subjects -

Poorest Subjects English, Science, Social Studies

Group Intelligence Test Score 95 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 3 4 [✓ 5]	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy was a real extrovert. He was the kind of person you should really lay out, but there was something so likeable and clear-cut about him that just as you were about to the end of your patience and decided to exert some drastic punishment, you would shrug your shoulders and write it off as misguided energy on the part of an extrovert. He was a poor student; but then he never really tried, so we do not know if he would have done all right anyway.

He was not one of the world's smartest people in the academic world, but then he could have done better than he did. He was just too flighty to get any place on time, and he did some cutting from school.

Shop would have been his best subject if he could have gone to enough classes and he would not have gotten as good grades as he should have because he did not finish a project. His work was usually quite good but he almost never finished a project.

He was on our varsity football team one year and also on our track team one year, but his participation in athletics was just like his school work in that he never planned ahead. He would quit the football or track team after a year, then after his grades would go to pot, would come around and ask and wonder why he was not allowed to play football again. He would be told that his grades were too poor, but as we said before, he just never planned ahead on anything.

One day he came in and said he wanted to go into the Army. In a way, we were glad to see him go, but you know he was the sort that you couldn't help but miss after he went into the services. There are lots of boys like that who drive you crazy while you have them but somehow you just can't seem to get steamed up about them. As I said, we were glad to get him out of our hair but missed him after he was gone.

The reasons you picked this boy from our class list are still not clear, but one thing is sure—you picked yourself a real extroverted character.

CASE 63

Graduated Yes Course Followed General Grade-point Average 3.0

Best Subjects English, Commerce, Journalism

Poorest Subjects Mathematics and Language

Group Intelligence Test Score 106 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5
Appearance 1 2 3 4 [✓ 5]
Leadership 1 2 3 [✓ 4] 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 3 [✓ 4] 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 3 [✓ 4] 5
Irresponsible—Dependable 1 2 3 4 [✓ 5]
Over-all School Adjustment 1 2 3 [✓ 4] 5

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 [✓ 2] 3 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 3 [✓ 4] 5
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 2 3 [✓ 4] 5
Mental Health 1 2 3 [✓ 4] 5

STAFF COMMENTS:

A tall, slim, quiet boy. He was an extremely well-mannered boy, neat, of good appearance. Although he had only approximately average intelligence, he made good grades. He was a very willing worker and at times he probably went far beyond his ability. He was a boy who often expressed hope that he would go into newspaper work, but only after he had spent some time as a full-time religious leader in his church.

During his high school years, he held a job at a book store. His employer at the book store remembered him as one of the best students who had ever worked in his store. He said the boy's strong points on the job were promptness, adaptability, and politeness.

He was described by his teachers and counselors as a boy who had a pleasant manner in speaking. He was extremely alert, almost birdlike. Yet despite the extreme alertness and responsiveness, he was friendly and smiled easily. One of his most persistent characteristics was always to answer as briefly and quickly as possible. He seldom spoke unless spoken to and was well liked by his fellow students. He was the type of boy who was an addition to any group he joined.

CASE X-64

Graduated No Course Followed General Grade-point Average 1.8

Best Subjects -

Poorest Subjects Shop, Crafts

Group Intelligence Test Score 62 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	[✓ 1] 2 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy had very low academic ability. In fact, during his ninth grade he had been placed in a class for the mentally retarded. In that class he made two A grades, two C's, and one B grade. The following year he entered a senior high school. Although he was put in a "slow" section, his grades were largely F's and D's with two exceptions, physical education and music.

His citizenship was unsatisfactory. Most of his misconduct occurred in the classroom and not on the school grounds or in the hallways.

After attending senior high school one year, his parents requested that he enter a private school. From there he returned after a seven-month stay; his record at the private school was not one of success. Upon re-entering senior high school, with the exception of one class in music, his grades were D's and F's. At the end of the year, he requested permission to join the Marines.

He is remembered as a boy with very little ability and, other than some misconduct in class, was not particularly outstanding in any way.

CASE 65

Graduated Yes **Course Followed** College Prep **Grade-point Average** 2.6

Best Subjects Social Studies and Physical Education

Poorest Subjects Mathematics and Science

Group Intelligence Test Score 103 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 2 [✓ 3] 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5
Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

A small, pleasant boy. During his high school career he was quite erratic at times. He had extremely poor posture and slumped around, which made his small size appear smaller. He tried hard. He took a very heavy academic load and, despite the fact that he had only average intelligence, graduated from high school in three and one-half years.

He was the type of boy who set high standards for himself, and although he did not always get good grades in the difficult courses he took each year, he insisted on taking an extremely heavy academic load. If properly stimulated by his teachers, he would work harder than ever to achieve the goals he had set for himself. Most of his grades were B's and C's; he seldom got an A in an academic course.

He used to express the desire to go to college and be an engineer. He indicated particularly that he did not like to read. He was a reasonably good citizen on the school campus. At times he seemed somewhat immature and never quite ready to accept responsibility; but if given sufficient supervision, he was a boy that seldom gave anyone trouble.

CASE X-66

Graduated No **Course Followed** General **Grade-point Average** 1.7

Best Subjects -

Poorest Subjects English and Social Studies

Group Intelligence Test Score 102 **School Attendance** Poor

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	[✓ 1] 2 3 4 5	*Mental Health*	1 [✓ 2] 3 4 5

STAFF COMMENTS:

He was well known to the juvenile police and courts in the city of his residence. He was a large, early-maturing boy. As far back as the sixth grade, he was remembered as a boy who did not try in school, talked in class, at times was quite untidy, and expressed a desire to quit school.

We remembered him especially because of his record of truancy, cutting classes, and usually lying about the reasons why he was absent from school. However, in the ninth grade, and this grade only, he showed some good qualities. This followed one of his first formal brushes with the juvenile police. For a period of time, he attempted to do better in school. There were some reasons at this time to believe that the boy might develop into a reasonably responsible citizen.

Early in the tenth grade, he again was running afoul of the law. Because of stealing and a combination of obscene talking and creation of disturbances in school, he was placed in a school run by the juvenile court. At that time the boy claimed that his trouble was bad companions. He stated if he had an opportunity to know some good boys, he would not be in the trouble he was in. After attending this juvenile court school for several months, he was placed on probation and returned to the senior high school. For a period of time after his return to high school, it was easy to talk with him and he expressed hope that he would do as he promised. During this time he was clean, pleasant, and on some occasions very polite. He also indicated that the subject he liked best was band. He stated that he would like to be a radio operator.

His father on repeated occasions wrote to the high school staff and said that the boy had had a serious head injury when he was nine years old. Outside of that, the father insisted that the boy was just going through "growing pains."

CASE 67

Graduated Yes **Course Followed** General **Grade-point Average** 2.5

Best Subjects Physical Education and Business

Poorest Subjects Shop, Language and Mathematics

Group Intelligence Test Score 102 **School Attendance** Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

This was a boy who liked basketball. His attendance was poor and he was remembered as a person who was suspended occasionally for cutting. He could be described as a quiet and nice boy. No one held any resentment toward him for his shaky attendance. He was a boy who, as a student, did not pay much attention to his school work and carried heavy responsibilities at home. Throughout his high school career, he did a great deal of the housework and much of the cooking for the family. At times he would express his feelings to the school staff that he was not too happy about this situation.

Toward the end of his high school year, he said he would like to go to college and take a P.E. major so that he could coach basketball. We were afraid he would never make it even if he could get in. He was a boy with only average ability and never learned to apply himself in school.

The boy said that if he could not be a basketball coach, then maybe he would go back to his earlier plan of being a mechanic.

CASE X-68

Graduated No Course Followed General Grade-point Average 2.1

Best Subjects Physical Education and Mechanical Drawing

Poorest Subjects English and Mathematics

Group Intelligence Test Score 104 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 [✓ 2] 3 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 [✓ 2] 3 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 [✓ 2] 3 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 [✓ 2] 3 4 5

STAFF COMMENTS:

He was a thin, quite average sort of boy—one who seemed not to have made much of an impression upon anyone. He went to this school for about a year and then was in a hospital for almost another year. We never quite figured out what it was that was wrong with him. Later we were told that he had spent time in a hospital for the emotionally disturbed. When he returned from the hospital to our school, he went for a semester and then was sent to our vocational training school.

During his stay at the vocational high school, he made an average citizenship record although he was a boy who mingled very little with his fellow students. During his stay at this vocational high school, he spent a year and a half in apprentice training at a naval shipyard. He stayed with his apprenticeship training fairly well.

His attendance was average but he never completed his course. Prior to completion he dropped from school. Since he was then over the compulsory age limit, no attempt was made to follow him up.

CASE 69

Graduated Yes Course Followed College Prep Grade-point Average 2.3

Best Subjects Physical Education and Mathematics

Poorest Subjects English and Commerce

Group Intelligence Test Score 120 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 2 [✓ 3] 4 5
Participation in Athletics 1 2 [✓ 3] 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 [✓ 2] 3 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

A tall and very neat boy. He was extremely popular among the students and was considered far above average in academic ability. His grades were as erratic as his desire to make good grades. He could be described as the type of boy who was consistently satisfied just to get by. He was a likeable boy and seldom got angry despite all the prodding by teachers and counselors to do better.

He took a college prep course, but he acted as though he were not going any place. On two occasions he was suspended from school for cutting. The boy, if not carefully supervised, always took advantage of fooling around. He needed lots of watching.

At times he seemed especially interested in social affairs. Sometimes he made good contributions to social activities and clubs in the school, but always his studies were secondary to him.

At the time of his graduation from school, he stated that he had decided to give up the idea of college to enlist in the armed services.

CASE X-70

Graduated Yes Course Followed College Prep Grade-point Average 1.6

Best Subjects Physical Education

Poorest Subjects English, Social Studies, and Mathematics

Group Intelligence Test Score 101 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	[✓ 1] 2 3 4 5
Leadership	[✓ 1] 2 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	[✓ 1] 2 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	[✓ 1] 2 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 3 4 [✓ 5]	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

He was a tall, nice-looking boy. He always looked as if his clothes were thrown on with the least trouble possible. In other words, he was clean though untidy.

His father would occasionally come to school and talk with his teachers and counselors. These conferences were usually about the boy's poor grades and tardiness.

At home the boy's father said that they could never get him up in the morning, and even when they started him off to school on time, he managed to travel so slowly that he would often be late. Upon arriving at school (late) he would put on a sudden dashing finish and rush up the stairs hot and out of breath after lagging and fooling around in the school yard. This usually brought on lively discussions with the teacher, and he was often sent to the attendance office for a tardy slip. This would enable him to meander around some more before getting settled down in class.

The only activity that he was interested in was volley ball—which once in a while he played before school began. Otherwise he was not a part of any school activity. He seldom got mad, and no matter how many times he was scolded, berated, or disciplined for his frequent ambling around and tardiness, he would always grin self-consciously. He seldom showed any hostility.

The students paid no attention to him, except now and then to call him Liberace. He did not seem to have any close friends in school, although he indicated once that all the kids were his close friends. For the most part, he just pleasantly wandered around looking like Liberace.

On several occasions, the boy said he wanted to be a draftsman or an architect. Maybe he could make it if he would ever learn to buckle down and do some work. In his senior year, he decided to continue his education in a junior college. In our opinion, he would be a poor risk at higher education. Pleasant, good-looking, polite, often smiled—but so very, very lazy. However, maybe a change in school would help him. He never applied himself here. The only thing really consistent about him was his almost startling resemblance to Liberace. He tried to act like him. The boy knew that in appearance and mannerism he could easily, if he were not quite so young, be mistaken for Liberace. In fact, sometimes we had the impression that he thought he was Liberace.

CASE 71

Graduated Yes Course Followed College Prep Grade-point Average 3.3
Best Subjects English, Mathematics and Science
Poorest Subjects Physical Education
Group Intelligence Test Score 118 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 3 [✓ 4] 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

A very egotistical boy. Despite his egotistical way, he was described as a "delightful character." He was a great guy to designate things in likes and dislikes. It was either "for the birds" or it wasn't. This attitude was evidenced in his selection of courses, reactions to teachers, and choice of college. Nevertheless, he was an excellent student. This was true for his general, all-around conduct. Sometimes his grades suffered in that he decided a particular course was "for the birds"; then he would display little enthusiasm for it and would be rated low in work habits and citizenship.

One of his outstanding characteristics that was quite consistent was that he had a most inquiring mind. He seemed to have steadied down during his four-year high school career, and by the time he was in his senior year he was not so vehement in his pronouncement as to whether this or that wasn't "for the birds."

CASE X-72

Graduated No Course Followed General Grade-point Average 2.3

Best Subjects Art, Science and Social Studies

Poorest Subjects English, Mathematics, and Language

Group Intelligence Test Score 107 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 [✓ 2] 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 [✓ 2] 3 4 5
Manifest Anxiety 1 [✓ 2] 3 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 [✓ 2] 3 4 5
Conformity to Rules and Regulations 1 2 [✓ 3] 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex [✓ 1] 2 3 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 [✓ 2] 3 4 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 [✓ 2] 3 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health [✓ 1] 2 3 4 5

STAFF COMMENTS:

In school he was a nice, quiet, clean boy. But by the time he was in the eleventh grade, his teachers and counselors felt that he had become a real introvert. In other words, I guess it could be said that he had a full-blown neurosis, but he would never talk to anyone about it. One day he came into a school counselor's office and talked for approximately a two-hour period.

He said his older brother nagged at him constantly and said that going to school was an easy way of life—that if the boy had any guts, he would quit school and make an honest living. He had a sister who was in a mental hospital and the boy was quite worried about the possibilities that this insanity was hereditary or contagious. The boy went on an extreme tirade about the way the students were treating him. He said that the people in this city and the students at the high school discriminated against people of his ethnic group. Upon termination of this conference, the counseling staff took immediate steps to obtain help for this boy from the guidance staff of the central office in the city school system.

The boy, in addition to his school work, worked in his father's store during after school hours. Within six or seven days after this conference at school, the boy and his father while in the store were robbed at gun point. Neither the father nor the boy were injured. However, the boy went completely off his rocker and was unable to come to school after the episode that night. Within a matter of three or four weeks, the boy was placed in a private institution, and he stayed for approximately five months. Upon his return to the high school, the boy was quite bitter that he had lost a semester of school. He complained about it a great deal. This was a marked change in his attitude in that prior to his stay at the hospital, he had complained only once. Actually this increase in hostility seemed to help him, and he did not walk around carrying an intense internal struggle as he did prior to his hospital treatment.

He became rather interested in art and choral work, where he made very good grades and won favorable attention from the teacher. He seemed to think things were going a little better. However, he still felt that he should have been permitted to graduate with his regular class.

He often expressed a worried attitude as to whether he had been cured at the hospital. He was worried that he would get sick again and he would ask questions about his chances of having to return to the hospital. Then suddenly it appeared that he felt guilty for having talked so much. He seemed to have resented that members of the counseling staff had lent him an ear. He no longer would talk freely or voluntarily with staff members with whom he had conferred previously. He went through periods of deliberately avoiding them.

The boy left school at the end of his twelfth year still lacking necessary units for graduation.

CASE 73

Graduated Yes **Course Followed** College Prep **Grade-point Average** 2.6

Best Subjects English, Science.

Poorest Subjects Band and Cadet Corp.

Group Intelligence Test Score 125 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 3 [✓ 4] 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 3 [✓ 4] 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 3 [✓ 4] 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS

A tall, blond, very nice person. There were no problems with him. He was a real gentleman. He had a little trouble finding himself as a freshman and also early in his sophomore year. For some reasons, he seemed not to be making the kind of grades he was capable of achieving. However, midway through his sophomore year he seemed to have found himself and he finished in a blaze of glory.

We remember him vividly for another reason in that he gave some of the finest dramatic performances in the history of our school. He had a deep interest in music and drama and we certainly were sorry to see him finish our school.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

CASE 75

Graduated Yes Course Followed College Prep Grade-point Average 2.6

Best Subjects Mathematics

Poorest Subjects Language

Group Intelligence Test Score - School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 [✓ 2] 3 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

He was a lazy boy. He had a good mind but frequently refused to use it. For a person of his age he was too cynical. Although he became a little less so toward the end of high school, he still maintained that trait to a considerable degree. He was an average kind of boy and about an average social mixer. It is still too bad that he did not use his mind and do better in school. He was well liked in school, but otherwise he seldom made any outstanding contributions.

CASE X-76

Graduated Yes Course Followed College Prep Grade-point Average 2.2

Best Subjects Commerce

Poorest Subjects -

Group Intelligence Test Score - School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 2 3 4 [✓ 5]	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

We remember this boy quite well in that he was a very likeable chap. He had a pleasant disposition, but we remember him as being somewhat of a subdued personality. By no stretch of the imagination could he be considered as an easy, outgoing person. He seemed to remain within himself to a large degree.

He was quite active in our athletic program. This is a very small high school and, of course, it is rather easy for the boys to participate on each of the teams. In addition to the regular high school sports program, he had quite a reputation as an ice skater. He used to put on ice-skating performances. Despite these kinds of activities, he still remained a quiet, shy boy. He was never the back-slapper type. He seemed to have little ambition or get-up-and-go. In fact, he seemed to be content just to let life call its shots. I guess the best way to describe him is to say that he was so shy, particularly around girls, that one could almost say that he was almost a delicately shy boy. Some people would consider him or describe him as being somewhat on the effeminate side.

One characteristic of his that does seem to stick out through these past years was that despite his athletic participation, he seemed to develop a stiff and jerky posture. This was particularly noticeable in his senior year. He developed an almost irritating habit of walking around in a stiff, herky-jerky fashion. Sometimes he would stand almost rigid and stare at a group of girls. His extreme shyness of girls continued throughout his school years. Sometimes at the school dances he would stand around like a wooden Indian and stare at a particular girl. Once in a while, he would move close to her and seem to stare in a manner that made you wonder if he was really seeing anything. Then quite abruptly he would dart across the floor and ask a girl to dance. But again we want to point out that he was always a gentleman. He caused no trouble and that was why he was allowed to come to the school activities.

CASE 77

Graduated Yes **Course Followed** General **Grade-point Average** 2.2

Best Subjects

Poorest Subjects Mathematics, Shop, Physical Education, Science

Group Intelligence Test Score 94 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 [✓ 3] 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 2 [✓ 3] 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 3 [✓ 4] 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 3 [✓ 4] 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 3 [✓ 4] 5
Irresponsible—Dependable	1 2 3 [✓ 4] 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He was a big, happy-go-lucky guy. A real generous, extroverted type of character. He was quite religious and spent much of his spare time attending church activities. In addition to his church activities, he possessed a rather deep interest in music.

Despite his large size, his ability as a football player was quite limited. For the most part, he was used as a "kicker." He liked to have people like him, but in no way could he be described as being the Beau Brummel type. Occasionally he would say that he wished he would have the chance to go to college. He was not given much encouragement about it because of his academic record made during his high school years.

CASE X-78

Graduated Yes Course Followed General Grade-point Average 2.2

Best Subjects Physical Education, Shop

Poorest Subjects English, Social Studies, Science, Mathematics

Group Intelligence Test Score 110 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others 1 2 3 [✓ 4] 5

Appearance 1 2 3 [✓ 4] 5

Leadership 1 [✓ 2] 3 4 5

Participation in Athletics 1 2 [✓ 3] 4 5

Overt Expression of Hostility 1 2 [✓ 3] 4 5

Apathetic—Energetic 1 2 3 [✓ 4] 5

Manifest Anxiety 1 [✓ 2] 3 4 5

Complaining—Noncomplaining 1 2 [✓ 3] 4 5

Irresponsible—Dependable 1 2 [✓ 3] 4 5

Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 2 [✓ 3] 4 5

Interest in Environment 1 [✓ 2] 3 4 5

Participation in Group Activities 1 2 3 [✓ 4] 5

Interest in Opposite Sex 1 [✓ 2] 3 4 5

Submissive—Aggressive 1 2 [✓ 3] 4 5

Cautious—Impulsive 1 2 [✓ 3] 4 5

Depressed—Cheerful 1 2 3 [✓ 4] 5

Dependent—Independent 1 2 [✓ 3] 4 5

Careless—Perfectionistic 1 2 [✓ 3] 4 5

Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

This boy had a limited field of interests. Although he maintained some interest in athletics, especially football, he showed little interest other than that. He was a boy who was tense, nervous, and at times apprehensive about his general welfare. His coach always said that the boy had lots of nervous energy. He felt that if the boy had not possessed so much tension, he would have been an outstanding football player.

He showed little evidence of leadership in his school career. He could be described as being a follower and not a leader. Despite his occasional moody spells, he had more cheerful days than depressed days. The students liked him, and for a period of one year he served as vice president of his class.

CASE 79

Graduated Yes **Course Followed** College Prep **Grade-point Average** 1.8

Best Subjects -

Poorest Subjects English, Physical Education, Science, Mathematics

Group Intelligence Test Score 95 **School Attendance** Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 2 [✓ 3] 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 [✓ 2] 3 4 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 [✓ 2] 3 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 [✓ 2] 3 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

A real pleasant "sad sack." His father came to school quite frequently because he was concerned about the boy's grades. The boy took a very difficult course in the academic program. The boy's ambition was to return to Canada, the country of his birth. He wanted to enlist in the Canadian Navy and then, upon his discharge, to go to normal school in Canada. He could be described as the type of person who always knew what he wanted to do. Despite the fact that he had big plans for himself, he actually studied very little in after-school hours. He always was remembered as a boy who felt intensely loyal to Canada. On many occasions, he expressed resentment toward the United States. He said that he would go to Canada the minute he graduated from high school and that he planned "never to come back." Throughout high school, the boy maintained a high energy output. In no way was he ever a disciplinary case or trouble to his teachers.

CASE X-80

Graduated Yes Course Followed General Grade-point Average 2.5

Best Subjects Arts and Crafts

Poorest Subjects English, Social Studies, Physical Education, Science

Group Intelligence Test Score 83 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 [✓ 2] 3 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

In school this boy was an inactive, lazily indifferent, and irresponsible person. He possessed poor study habits and seldom or hardly ever expressed any interest in activities relating to school. On his good days, at the very best he could be described as only semisteady and semireliable. Despite the negative impression he gave, he could be described as being a boy who was definitely on the quiet side. Throughout most of his four years in high school he maintained an interest in art. In fact, he seemed to have talked often of going to art school. We never gave him much encouragement because he was always so unreliable.

Some members of our faculty remembered him as expressing, at one time in his school career, a keen interest in outdoor life. In their questioning of him as to why he was interested in this, he stated that it would give him a chance to be alone. Although his grades in art and craft courses were fairly good, he was a very erratic student in all other subjects.

For the most part, he was a boy who was unwilling to talk much about anything. He made a little effort to get passing grades only, and that was all. He possessed a very low goal in life. He seemed to be just a "drifter" and apparently spent a lot of time daydreaming.

CASE 81

Graduated Yes Course Followed General Grade-point Average 1.6

Best Subjects Shop

Poorest Subjects English, Social Studies, Shop, Commercial

Group Intelligence Test Score 89 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 2 [✓ 3] 4 5
Overt Expression of Hostility	1 2 3 [✓ 4] 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 2 [✓ 3] 4 5

STAFF COMMENTS:

A very quiet, nonaggressive boy, extremely kind and good natured. He was a dreamer. He seemed at times to give the impression that he was capable of doing reasonably good school work; but, for the most part, he did not. He had to be pressed constantly to get much work out of him. He had very poor eyesight and was almost totally blind in one eye. He would seldom wear his glasses and then only at home. When his teachers asked him about his glasses, he generally stated that they were broken or had been left at home. In addition to his poor eyesight, he possessed a hearing loss. This improved after a tonsil and adenoid operation. Throughout his high school career he remained, in physical appearance, a small, immature boy.

CASE X-82

Graduated Yes Course Followed General Grade-point Average 1.3

Best Subjects -

Poorest Subjects English, Social Studies, Physical Education, Shop

Group Intelligence Test Score 101 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 2 [✓ 3] 4 5	Conformity to Rules and Regulations	1 2 [✓ 3] 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	[✓ 1] 2 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 [✓ 2] 3 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	[✓ 1] 2 3 4 5

STAFF COMMENTS:

This boy could be described as being a most pleasant boy, although at times displayed a very depressed, moody side of his life. He was extremely quiet and wanted very much to graduate from high school despite a poor academic record. He attended summer session one year to make up grade deficiencies.

Toward the end of his school career, he did occasionally say that he wanted to be a delivery truck driver. He said he would like this because it would give him a chance to visit with people while loading or unloading the truck. In the tenth grade, he had a very depressed attitude in his general outlook on life. After a while, he seemed to get better. For example, in his eleventh year, he was a nice, sincere boy who on some occasions displayed an "insight" into his problem. On some occasions, he was almost on the aggressive side. The boy often said that he realized he would have to finish high school in order to get a job.

Despite his improvement in the eleventh year, he had another "flareup." By spring of his eleventh-grade year, he was very depressed and ready to quit school. The boy felt that he was inferior in school. He claimed the whole school setup made him feel bad and made him feel stupid. Nevertheless he continued in school. He participated in no extracurricular activities and had a below-average attendance record. By the "skin of his teeth" he was able to graduate.

CASE 83

Graduated Yes Course Followed College Prep Grade-point Average 2.8

Best Subjects Physical Education, Mathematics, Shop, Music

Poorest Subjects English, Foreign Language

Group Intelligence Test Score 120 School Attendance Average

RATING SCALE:

Degree to Which Liked by Others	1 2 3 [✓ 4] 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 3 [✓ 4] 5
Leadership	1 2 3 [✓ 4] 5	Participation in Group Activities	1 2 3 [✓ 4] 5
Participation in Athletics	1 2 3 [✓ 4] 5	Interest in Opposite Sex	1 2 3 [✓ 4] 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 2 [✓ 3] 4 5	Depressed—Cheerful	1 2 [✓ 3] 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 [✓ 3] 4 5
Over-all School Adjustment	1 2 3 [✓ 4] 5	Mental Health	1 2 3 [✓ 4] 5

STAFF COMMENTS:

He was one of the great baseball and basketball stars of his class. He was a college prep student and his grades placed him in the top one-third of his class. He was a boy who was easy to work with. Sometimes his attendance was not as desirable as it could have been. However, in most instances, his absence was due to colds and upset stomach. Occasionally he was tardy to his first period class when there seemed to be no reason for it. He lived quite close to school and he would just not start in time to make it.

Despite his high IQ, he really never produced in the classroom as he might have. He was a person who made good in the easy courses, but never came through when the chips were down in the difficult courses.

CASE X-84

Graduated Yes Course Followed College Prep Grade-point Average 3.2

Best Subjects Social Studies, Mathematics, Science, Foreign Language

Poorest Subjects -

Group Intelligence Test Score 106 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 2 3 [✓ 4] 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 2 [✓ 3] 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 2 [✓ 3] 4 5
Participation in Athletics	1 [✓ 2] 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 2 [✓ 3] 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 [✓ 2] 3 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 2 [✓ 3] 4 5
Irresponsible—Dependable	1 2 [✓ 3] 4 5	Careless—Perfectionistic	1 2 3 [✓ 4] 5
Over-all School Adjustment	1 2 [✓ 3] 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

This was a boy who finished in the top five per cent of his graduation class. He followed a strict academic preparatory program. He gave no trouble. At no time was there a question about his attendance or behavior. He was a well-adjusted boy and a "hard pusher." For his academic ability, he made grades as good as those of anyone we had ever seen in that school. For the most part, he was a very verbal boy. He was skillful in the word world as long as he was reading. Perhaps this made him seem smarter than he really was. If it hadn't been for a slight speech defect which detracted from his speaking ability, he would have been really "slick with words." In physical appearance, he was a very frail boy, quite underweight, and wore glasses. He seemed to be preoccupied with his success. He asked very frequently about his work standards. It seemed that he was always coming to the teachers and counselors and inquiring as to how he was doing in school.

He wanted to go to college and would talk about his chances to be a pharmacist. He wasn't given much encouragement in these discussions because we felt that he worked so very hard to get good grades in high school that he would have no reserve to fall back on in the more difficult work in college. One of his counselors was quite emphatic about this. He felt that his high grades in high school would not hold up in college. Other than worrying about his ability to make better grades than he did, this boy showed little anxiety or concern while in this school.

While in school he belonged to one of our foreign language clubs and our state scholastic honor society.

CASE 85

Graduated Yes Course Followed General Grade-point Average 2.6
Best Subjects Physical Education, Commercial
Poorest Subjects Mathematics
Group Intelligence Test Score 113 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 3 [✓ 4] 5
Leadership 1 2 3 [✓ 4] 5
Participation in Athletics 1 2 3 4 [✓ 5]
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 3 [✓ 4] 5
Manifest Anxiety 1 2 3 [✓ 4] 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 2 3 [✓ 4] 5

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 3 [✓ 4] 5
Participation in Group Activities 1 2 3 [✓ 4] 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 2 3 [✓ 4] 5
Dependent—Independent 1 2 3 [✓ 4] 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 3 [✓ 4] 5

STAFF COMMENTS:

He was "the greatest basketball player we ever had in this school." Although some of the boys felt that he may have been a little on the "All Star" side, he was quite popular. He was a person who took an active part in school activities, particularly as they related to school music. He was active in the band and glee club. He was a boy of good habits and one whom you felt would make his place in the world.

CASE X-86

Graduated Yes **Course Followed** General **Grade-point Average** 1.5

Best Subjects Home Economics

Poorest Subjects English, Social Studies, Physical Education, Science, Mathematics, Shop, Agriculture, Commercial

Group Intelligence Test Score 88 **School Attendance** Poor

RATING SCALE:

Degree to Which Liked by Others 1 [✓ 2] 3 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership [✓ 1] 2 3 4 5
Participation in Athletics 1 [✓ 2] 3 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 [✓ 2] 3 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 [✓ 2] 3 4 5
Over-all School Adjustment [✓ 1] 2 3 4 5

Conformity to Rules and Regulations 1 [✓ 2] 3 4 5
Interest in Environment 1 [✓ 2] 3 4 5
Participation in Group Activities [✓ 1] 2 3 4 5
Interest in Opposite Sex 1 [✓ 2] 3 4 5
Submissive—Aggressive 1 2 3 [✓ 4] 5
Cautious—Impulsive 1 2 3 [✓ 4] 5
Depressed—Cheerful 1 [✓ 2] 3 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 [✓ 2] 3 4 5
Mental Health 1 [✓ 2] 3 4 5

STAFF COMMENTS:

This boy was always being made the butt of jokes by his classmates. They would go out of their way to rib him. He seemed to be reasonably well adjusted to adults; but he seldom, if ever, discussed with them anything of concern to him. Sometimes you got the impression that he did want to talk to someone.

For the most part, the students felt that he was a real "fringe" character and that he was a coward. He didn't seem to be able to do anything very well. He was not well liked and seemed never to make any attempt to have anyone like him. His interest in school life was almost zero. The same could be said for his out-of-school life. Although he himself never started any trouble in school, he was always on the borderline of causing trouble because of his inability to get along with his fellow students.

Once he talked briefly about his moral responsibility to his foster parents and stated that he lived alone in a cottage near their house and had little contact with them. This was the closest contact we were ever able to make with him.

CASE 87

Graduated Yes Course Followed General Grade-point Average 2.5

Best Subjects Foreign Language and Commercial

Poorest Subjects Social Studies, Mathematics, Science

Group Intelligence Test Score 93 School Attendance Good

RATING SCALE:

Degree to Which Liked by Others 1 2 [✓ 3] 4 5
Appearance 1 2 [✓ 3] 4 5
Leadership 1 2 [✓ 3] 4 5
Participation in Athletics 1 2 [✓ 3] 4 5
Overt Expression of Hostility 1 2 [✓ 3] 4 5
Apathetic—Energetic 1 2 [✓ 3] 4 5
Manifest Anxiety 1 2 [✓ 3] 4 5
Complaining—Noncomplaining 1 2 [✓ 3] 4 5
Irresponsible—Dependable 1 2 [✓ 3] 4 5
Over-all School Adjustment 1 2 [✓ 3] 4 5

Conformity to Rules and Regulations 1 2 3 [✓ 4] 5
Interest in Environment 1 2 [✓ 3] 4 5
Participation in Group Activities 1 2 [✓ 3] 4 5
Interest in Opposite Sex 1 2 [✓ 3] 4 5
Submissive—Aggressive 1 2 [✓ 3] 4 5
Cautious—Impulsive 1 2 [✓ 3] 4 5
Depressed—Cheerful 1 2 [✓ 3] 4 5
Dependent—Independent 1 2 [✓ 3] 4 5
Careless—Perfectionistic 1 2 [✓ 3] 4 5
Mental Health 1 2 [✓ 3] 4 5

STAFF COMMENTS:

A quiet, unassuming boy. He attended school regularly, was never late, and gave us no trouble. In most of his activities, he ranked in about the middle one-third of his class. He maintained this position all through his four years. Although his IQ was not quite as high as that of the average student, he was a good all-around youngster. He had an exceptional interest in agriculture and photography and worked particularly well in those two fields, and with great regularity. I guess the best way to sum up the description of him is that he was a real "middle-roader."

CASE X-88

Graduated No Course Followed General Grade-point Average 1.4

Best Subjects -

Poorest Subjects English, Social Studies, Art, Mathematics

Group Intelligence Test Score 67 School Attendance Poor

RATING SCALE:

Degree to Which Liked by Others	1 [✓ 2] 3 4 5	Conformity to Rules and Regulations	1 [✓ 2] 3 4 5
Appearance	1 2 [✓ 3] 4 5	Interest in Environment	1 [✓ 2] 3 4 5
Leadership	1 [✓ 2] 3 4 5	Participation in Group Activities	1 [✓ 2] 3 4 5
Participation in Athletics	[✓ 1] 2 3 4 5	Interest in Opposite Sex	1 [✓ 2] 3 4 5
Overt Expression of Hostility	1 [✓ 2] 3 4 5	Submissive—Aggressive	1 2 [✓ 3] 4 5
Apathetic—Energetic	1 2 [✓ 3] 4 5	Cautious—Impulsive	1 2 [✓ 3] 4 5
Manifest Anxiety	1 [✓ 2] 3 4 5	Depressed—Cheerful	1 [✓ 2] 3 4 5
Complaining—Noncomplaining	1 2 [✓ 3] 4 5	Dependent—Independent	1 [✓ 2] 3 4 5
Irresponsible—Dependable	1 [✓ 2] 3 4 5	Careless—Perfectionistic	1 [✓ 2] 3 4 5
Over-all School Adjustment	1 [✓ 2] 3 4 5	Mental Health	1 [✓ 2] 3 4 5

STAFF COMMENTS:

This boy had very low academic ability and also achieved poorly in school. In his sophomore year, he transferred to a continuation school after he obtained a job that permitted the transfer. However, like almost everything else he did, he soon failed on the job and in continuation school too.

It seemed as though he was always a sub-par performer. Because of his poor attendance record, it was difficult to work with him. As soon as he reached eighteen, he quit continuation school. He never seemed to have any plans to graduate from high school.

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